

## 2006 Mississippi Curriculum Framework

### Secondary Culinary and Related Foods Technology

(Program CIP: 20.0401 – Institutional Food Workers & Admin)

#### Direct inquiries to

Program Coordinator  
Family and Consumer Sciences  
Office of Vocational Education and Workforce  
Development  
Mississippi Department of Education  
P.O. Box 771  
Jackson, MS 39205  
(601) 359-3940

Patty Jenkins  
Instructional Design Specialist  
Research and Curriculum Unit  
P.O. Drawer DX  
Mississippi State, MS 39762  
(662) 325-2510  
[pcraig@ra.msstate.edu](mailto:pcraig@ra.msstate.edu)

#### Additional copies

Research and Curriculum Unit for Workforce Development  
Vocational and Technical Education  
Attention: Reference Room and Media Center Coordinator  
P.O. Drawer DX  
Mississippi State, MS 39762  
<http://cia.rcu.msstate.edu/curriculum/download.asp>  
(662) 325-2510

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## Acknowledgments

### Writing Team

Linda Durand, Greenville Vocational Complex, Greenville, MS  
 Lanell Early, West Point Vocational Complex, West Point, MS  
 Becky Jolly Wood, Moss Point High School, Moss Point, MS

### RCU Staff

Patty Jenkins – Instructional Design Specialist

### MDE Staff

Bill McGrew, Division Director, Division of Curriculum Development & Program Coordination

### Professional Curriculum Advisory Team

Greenville Vocational Complex, Culinary and Related Food Technology Advisory Committee  
 Mike Cashion, Executive Director, Mississippi Restaurant Association  
 Moss Point High School, Culinary and Related Food Technology Advisory Committee  
 West Point Vocational Complex, Culinary and Related Food Technology Advisory Committee

Standards in this document are based on information from the following organizations:

### Guidelines for ProStart<sup>®</sup> Certification

National Restaurant Association materials used with permission.

### Guidelines for ServSafe<sup>®</sup> Certification

National Restaurant Association materials used with permission.

### Academic Standards

Mississippi Department of Education Subject Area Testing Program

### Workplace Skills for the 21<sup>st</sup> Century

Secretary's Commission on Achieving Necessary Skills

### National Educational Technology Standards for Students

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## Foreword

Secondary vocational-technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- Competencies and Suggested Objectives
  - A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
  - The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies which reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. It also identifies the general workplace skills as identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report as being critical for all workers in the 21<sup>st</sup> Century. In addition, national technology standards and occupational skills standards associated with the competencies and suggested objectives for the unit are also identified.
- References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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## Program Description

Culinary and Related Foods Technology is a two-year classroom and hands-on instructional program that prepares students for employment or continuing education in the foodservice industry. This program of study was written to incorporate the National Restaurant Associations (NRA) ProStart<sup>®</sup> Learning Objectives. Any student who successfully completes this program and the mentoring requirements of the NRA can take the National ProStart<sup>®</sup> Certificate of Achievement exam. This is a national certification program recognized throughout the food service industry.

Culinary and Related Foods Technology I is the first year of the program. Food preparation techniques covered in the first year are breakfast foods, dairy, sandwiches, salads, garnishes, fruits, and vegetables. Management skills emphasized are basic customer service, food safety and sanitation, workplace safety and security, culinary basics, equipment, nutrition, human resources, math, and controlling food cost. Mastery of the competencies listed in the food safety and sanitation unit will prepare the student to take the NRA's ServSafe<sup>®</sup> exam to become ServSafe<sup>®</sup> Food Safety certified. As of January 1, 1999, every food service establishment in Mississippi must have a full-time certified food manager employed in order to meet the FDA Food Code requirements. Students are encouraged to take this exam.

Culinary and Related Food Technology II is a continuation of the emphasis on management and food preparation. Management topics include marketing, accounting, purchasing, inventory, and advanced customer service. Food preparation techniques covered include potatoes, grains, desserts, baked goods, meat, poultry, seafood, stocks, sauces, and soups. An exploration of culinary history is also included in year two.

This program was designed to articulate to postsecondary Food Production, Hotel and Restaurant Management, and Culinary Arts.

Industry standards are based on the *National Restaurant Association ProStart<sup>®</sup> Certification and the National Restaurant Association ServSafe<sup>®</sup> Certification.*



## Course Outline

### Culinary and Related Foods Technology I

Course CIP Code: 20.0401

**Course Description:** This course provides basic instruction to prepare an individual for employment or continued education in the food industry. (2 – 2 ½ Carnegie units, depending upon time spent in the course).

Unit	Title	Hours
1	Introduction	10
2	Basic Customer Service	15
3	Food Safety and Sanitation	30
4	Workplace Safety and Security	15
5	Culinary Basics	20
6	Foodservice Equipment	15
7	Nutrition	15
8	Breakfast Foods, Dairy, and Sandwiches	25
9	Human Resources	10
10	Salads and Garnishes	25
11	Culinary Math	15
12	Fruits and Vegetables	10
13	Controlling the Cost of Food	10

## Culinary and Related Foods Technology II

Course CIP Code: 20.0491

**Course Description:** This course is the second year of training to prepare an individual for employment or continued education in the food industry. (2 – 2 ½ Carnegie units, depending upon time spent in the course).

Unit	Title	Hours
1	Orientation	10
2	Culinary History	15
3	Potatoes and Grains	25
4	Advanced Customer Service	15
5	Desserts and Baked Goods	25
6	Culinary Marketing	15
7	Purchasing and Inventory	15
8	Meat, Poultry, and Seafood	25
9	Culinary Accounting Practices	15
10	Stocks, Sauces, and Soups	25
11	Customer Communications	10
12	Tourism	10
13	The Lodging Industry	10

**Culinary and Related Foods Technology I**  
**Unit 1: Introduction**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Identify school and program policies and procedures.</p> <ol style="list-style-type: none"> <li>Discuss the school handbook and all safety procedures for classroom and building levels.</li> <li>Review program policies in the classroom and the laboratory.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Describe key school and program policies and procedures to the class (may use the school handbook and any program-specific information).</li> <li>Divide students into groups and assign each group a specific set of policies and procedures to review from the handbook/information. Have each group construct a poster outlining the school and program policies and procedures related to the assigned topic.</li> <li>Have each student read the school handbook, as well as any program-specific information, and write (type if technology is available) a report about what is expected in relation to school and program policies and procedures.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Use the Poster Assessment Rubric located in Appendix E to evaluate the poster.</li> <li>Use the Written Report Assessment Rubric located in Appendix E to each student's report.</li> <li>Assess each student for mastery of policies and procedures using a written test, and file the test for documentation.</li> </ul>
<p>2. Identify career and leadership opportunities in the culinary industry.</p> <ol style="list-style-type: none"> <li>Investigate career opportunities in the culinary industry to include communication writers, food stylists, marketers, research and development, food science, sales, dietitians, food production, food processing, accounting, entrepreneurs, trainers, and grocery store and deli managers.</li> <li>Investigate the occupational outlook and salaries for culinary careers according to current and future trends.</li> <li>Discuss the difference between</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a class discussion and brainstorming session related to careers and job opportunities in food service. As a part of this discussion, have a student list careers on the board.</li> <li>Using the list developed, divide the students into groups and assign each group one or two of the careers listed on the board. Have each group investigate the career opportunities using interviews, Internet searches, career center, library, etc. Have each group make an oral presentation to the class to report their findings related to careers and job</li> </ul>

<p>school and workplace environments.</p> <p>d. Explore leadership opportunities available from student youth and industry organizations.</p>	<p>opportunities.</p> <ul style="list-style-type: none"> <li>• Discuss the occupational outlook for careers in the culinary field. Identify and define the Occupational Outlook Handbook.</li> <li>• Allow each student to choose one career opportunity to investigate. Have students complete an Internet search to find the Occupational Outlook Handbook, locate their specific career and identify the educational requirements for the career, the expected salary range, working conditions, and future outlook for the field. Have each student write a report on the research.</li> <li>• Discuss the differences between school and workplace environments.</li> <li>• Have students write a paragraph discussing the difference between school and workplace environments.</li> <li>• Discuss opportunities for demonstrating leadership through school (FCCLA and Skills USA) and community youth organizations including competitive events, award and degree programs, and committee work.</li> <li>• Have students complete a scavenger hunt to explore web sites on the Internet such as the ProStart<sup>®</sup>, FCCLA, SkillsUSA, community colleges, and university Web sites to find available leadership and educational opportunities.</li> <li>• Have students participate in youth organizations such as FCCLA and SkillsUSA to practice leadership skills.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Use the Presentation Assessment Rubric located in Appendix E to evaluate each group's presentation.</li> <li>• Use the Written Report Assessment Rubric located in Appendix E to evaluate each student's report.</li> <li>• Use the Written Report Assessment Rubric located in Appendix E to evaluate the paragraph.</li> <li>• Use the Web Site Search checklist located</li> </ul>
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	<p>in Appendix E to evaluate the web search.</p> <ul style="list-style-type: none"> <li>• Monitor for participation in leadership activities.</li> </ul>
<p>3. Describe the importance of service to the culinary industry.</p> <ol style="list-style-type: none"> <li>Explore the elements of excellent service to include anticipating the customer's needs.</li> <li>Explore the elements of excellent service from the standpoint of the customer.</li> <li>Investigate the importance of positive attitudes and work ethics.</li> <li>List the qualities of successful foodservice employees.</li> <li>Develop a list of workplace guidelines to include attendance, teamwork, promptness, dependability, asking questions, fairness, honesty, and positive attitude.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a class discussion on the importance of service and what it means to the industry. Conduct a brainstorming session to list ways to anticipate customer needs. Have students list them on the board.</li> <li>• Use the results of the brainstorming activity to discuss elements of excellent service.</li> <li>• Divide the students into groups and have them participate in a role-play exercise to demonstrate excellent service from the standpoint of the customer.</li> <li>• Have each student write a one-page paper about the elements of excellent customer service.</li> <li>• Lead a class discussion of positive attitudes and work ethics.</li> <li>• Divide students into groups and have each group develop a skit to demonstrate proper communication, problem-solving skills, punctuality, responsibility, and proper work ethics. Have each group perform the skit for the class.</li> <li>• Have each student interview a person working in the foodservice industry about the importance of communication, problem-solving, punctuality, responsibility, and work ethics. Ask each student to develop a summary (student's choice of written, poster, oral presentation, etc.) of the interview including the questions and answers provided.</li> <li>• Have students explore qualities and expectations of successful culinary employees through brainstorming in small groups and reporting to the entire class. As each group reports to the class, have one student write a collective list on the board. The qualities should include loyalty, following directions, cooperation/teamwork, good working</li> </ul>

	<p>relationship, punctuality, honesty, wages/salary, initiative, recognition, and a pleasant and safe working environment.</p> <ul style="list-style-type: none"> <li>Using the qualities/expectations from the brainstorming activity, have students divide into groups and develop a list of workplace guidelines to be used in the lab. These guidelines should be similar to those that might appear in an employee handbook. Have each group present their list and combine the lists to make one to be posted in the lab.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Use the Role-Play or Skit Assessment Rubric located in Appendix E to evaluate the groups.</li> <li>Use the Written Report Assessment Rubric located in Appendix E to evaluate the one-page paper.</li> <li>Use the Role-Play or Skit Assessment Rubric located in Appendix E to evaluate the skit.</li> <li>Evaluate the interview poster, oral presentation, written summary, etc. using the rubrics located in Appendix E.</li> <li>Evaluate the group work on workplace guidelines using the Group Work Assessment Rubric located in Appendix E.</li> </ul>
<p>4. Outline a plan for an effective job search.</p> <ol style="list-style-type: none"> <li>Write a cover letter.</li> <li>Identify a network of people who can provide information about job opportunities.</li> <li>Write an effective one-page resume.</li> <li>Complete a college and job application form.</li> <li>Describe how to develop a portfolio.</li> <li>List the steps of an effective job interview.</li> <li>Outline the steps to resign from a job.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the preparation of a cover letter and identify information to be included.</li> <li>Divide students into groups and provide each group a different copy of a cover letter. Have the students in the group identify the information that should be included and list information that is not stated.</li> <li>Have students write an acceptable cover letter.</li> <li>Lead a discussion related to identifying people who can provide information about job opportunities.</li> <li>Have each student develop a list of people who can be resources to obtain useful information to help them reach his/her</li> </ul>

	<p>individual career goal.</p> <ul style="list-style-type: none"> <li>• Discuss the purpose of a resume and provide resume samples.</li> <li>• Divide the students into groups and provide several copies of resumes. Have the students review each resume and determine who to interview for a job.</li> <li>• Have each student write an effective one-page resume.</li> <li>• Discuss the skills necessary to effectively complete a college and job application form.</li> <li>• Provide each student with a copy of a job application. Lead the class through the completion of the application.</li> <li>• Have each student complete a college and job application form.</li> <li>• Lead a brainstorming session related to portfolio development. Have one student write ideas on the board.</li> <li>• Provide examples of portfolios and, as a class, discuss the important parts of each.</li> <li>• Have students begin the development of a portfolio and continue it throughout the year. (This portfolio will be enhanced and updated during year 2).</li> <li>• Use a video to display correct interviewing skills and then have a class discussion on the do's and don'ts of interviewing.</li> <li>• Divide students into groups and have each group develop, list, and discuss steps to an effective job interview.</li> <li>• Have students participate in a role-play of an interview.</li> <li>• Discuss and list the proper procedures for resigning from a job.</li> <li>• Divide the class into groups and provide each group a case study that involves an employee resignation. Have the students analyze the case study to determine if the employee followed the proper steps when resigning. Have each group discuss the negative effects of an improper resignation.</li> <li>• Have students write a letter of resignation.</li> </ul>
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	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation in group work using the Group Work Assessment Rubric located in Appendix E.</li> <li>• Evaluate the cover letter by using the Business Letter Assessment Rubric located in Appendix E.</li> <li>• Evaluate the list of contacts for each student based on effectiveness.</li> <li>• Monitor for participation in group work using the Group Work Assessment Rubric located in Appendix E.</li> <li>• Evaluate the resume using the Resume Assessment Rubric located in Appendix E.</li> <li>• Evaluate the college and job application forms for accuracy, completeness, grammar, spelling, etc.</li> <li>• Evaluate the design and eye appeal of the portfolio using the Portfolio Assessment Rubric located in Appendix E. This rubric may also be used to evaluate the portfolio upon completion.</li> <li>• Evaluate the list for the job interview based on accuracy and content.</li> <li>• Use the Role-Play or Skit Assessment Rubric located in Appendix E to evaluate the role-play.</li> <li>• Evaluate the case study activity using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the letter of resignation using the Business Letter Assessment Rubric located in Appendix E.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart<sup>®</sup> Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS1: Successful Customer Relations  
 1PS8: Working with People  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS4: The Art of Service  
 2PS12: Communicating with Customers



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*Academic Standards*


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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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**Culinary and Related Foods Technology I**  
**Unit 2: Basic Customer Service**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Develop the skills necessary to provide professional customer service.</p> <ol style="list-style-type: none"> <li>State the importance of customer service.</li> <li>List the reasons and the ways to make a positive first impression.</li> <li>Describe a variety of customers that may have special needs.</li> <li>Distinguish between effective and ineffective communication with customers by giving examples.</li> <li>Explain how customer satisfaction directly affects a restaurant's success.</li> <li>Create job standards for servers.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a discussion on the importance of customer service. Discuss why it is important to make a positive first impression and ways to make a positive first impression. Open with this thought...Most of us are customer's every day. We purchase from vending machines, buy stamps, shop at the store, purchase gas, buy DVDs, and other things.</li> <li>Have students make a list of the goods and services they purchased in the last two days. Have them compare their list with classmates. Have students discuss the customer service they received when they purchased the items. Ask each student to consider how they felt when the vending machine took their money and didn't provide the product. Ask them to consider how they felt when the clerk watched them like a hawk, thinking they might steal. Ask how they felt when they had to wait a long time to get help.</li> <li>Discuss and define customer service for all types of customers including special needs.</li> <li>Have students evaluate their school or classroom for access for the handicapped and discuss the modifications that would be required to provide handicapped access. Ask the question, "Why do restaurants have to meet the needs of the disabled?"</li> <li>Have students select a partner. One person in the partnership is responsible for bringing to class a long scarf or something that can be tied around his/her head. The other partner is to bring 8 cotton balls. The students are to stand with their partner. One partner is to be blind folded with the long scarf. Demonstrate to the</li> </ul>

	<p>students the correct way to lead a blind person. (Stand one to two steps to the right or left side – depending if they are right or left handed side of the “blind person.” Hold your arm out just a little bit, bend at the elbow and your arm should be straight so the “blind person” can hold on to your elbow and arm. This allows him/her to feel you going up and down steps.) Then, take the “blind students” out of the classroom and walk around the school. After a few minutes swap partners and repeat the process. Have the students give their partner four of the cotton balls to put in their ears. After they become “deaf” they can not hear nor talk! Walk around and try to teach the rest of the class period without talking. Have the students discuss what the students learned at the end of class or the next day.</p> <ul style="list-style-type: none"> <li>• Lead a class discussion on effective and ineffective communication.</li> <li>• Discuss how customer satisfaction directly affects a restaurant’s business.</li> <li>• Have students demonstrate an understanding and comprehension of customer service and satisfaction by making a scroll from butcher block paper. The key points to be included are: greetings, making a positive first impression, why first impressions are important, bad service is the number one complaint from customers, the responsibilities of an excellent server, how servers exceed customer needs, why timing and accuracy are important in the restaurant business, what is suggestive selling, what nonverbal communication tells us, how not to embarrass special needs customers, why repeat customers are important to the restaurant, and what happens if customers do not return.</li> <li>• Have students watch a video, look at transparencies, or research the Internet on customer service. Students should write</li> </ul>
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	<p>standards necessary to provide customer service.</p> <ul style="list-style-type: none"> <li>Using word processing software, have students create a rubric or grade sheet to be used at meal functions to grade students who are servers.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate group activities using the Group Work Assessment Rubric located in Appendix E.</li> <li>Grade standards for accuracy and completeness.</li> <li>Grade rubric for accuracy and completeness.</li> </ul>
<p>2. Practice interpersonal skills.</p> <ol style="list-style-type: none"> <li>Exhibit a positive attitude.</li> <li>Practice teamwork.</li> <li>Demonstrate effective verbal and nonverbal communication skills.</li> <li>Apply conflict resolution skills to real-life situations.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a discussion on the importance of a positive attitude, teamwork, effective communication skills, and conflict resolution skills.</li> <li>To demonstrate the importance of a positive attitude, teamwork, communication skills, and problem solving skills, have the students participate in the Hula Hoop game. Have students make a circle and hold hands. The teacher will start the game by passing the hula hoop from one side of her/his body to the other side. Have the student next to the teacher do the same and each student repeat until every student has gone through the hula hoop. Be sure no one disconnects their hands. Then, have two students go through the hula hoop at one time until all have completed the activity. Three is possible and really stresses problem solving. (Some students will take the hoop over their heads while others step into it.)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Monitor for participation in discussions and activities.</li> <li>Give a test on the unit.</li> </ul>

## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

- 1PS0: Introduction: Preparing for a Successful Career
- 1PS1: Successful Customer Relations
- 1PS8: Working with People
- 2PS0: Introduction: Preparing for a Successful Career
- 2PS4: The Art of Service
- 2PS12: Communicating with Customers

### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

### *Workplace Skills for the 21<sup>st</sup> Century*

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**Culinary and Related Foods Technology I**  
**Unit 3: Food Safety and Sanitation**

**(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<ol style="list-style-type: none"> <li>1. Discuss the importance of food safety.               <ol style="list-style-type: none"> <li>a. List reasons why it is important to keep food safe.</li> <li>b. Describe good personal hygiene and how it affects food safety.</li> <li>c. List the steps to proper hand washing.</li> <li>d. Give examples of potentially hazardous foods.</li> <li>e. Categorize and describe the microorganisms that cause foodborne illness.</li> <li>f. Identify and list ways biological, chemical, and physical hazards can contaminate food.</li> <li>g. Identify the eight most common allergens, associated symptoms, and methods of prevention.</li> <li>h. Distinguish between situations in which contamination and cross-contamination can occur.</li> <li>i. List the conditions under which bacteria can multiply rapidly and use the letters FAT-TOM.</li> <li>j. Explain how time and temperature guidelines can reduce growth of microorganisms.</li> <li>k. Define the food temperature danger zone and list temperatures that fall within that zone.</li> <li>l. Differentiate between different types of thermometers and demonstrate how to use them.</li> </ol> </li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a discussion about the importance of food safety.</li> <li>• Have students brainstorm current events that have resulted in tragedy or loss from accidents involving food safety (i.e., The Jack in the Box foodborne illness outbreak which resulted in deaths). Ask the students to identify the legally responsible parties.</li> <li>• Define and describe a foodborne illness outbreak. Use a PowerPoint presentation to show the students the many ways foodborne illness outbreaks can hurt a restaurant. Lead a discussion on the factors that account for the risk of foodborne illness in the industry to include new foodborne pathogens, importation of food, changes in the composition of food, increases in the sales of take-out food, increasing numbers of high risk individuals (infants, pregnant women, elderly people, people taking certain medications, ill people), and employee turnover rates.</li> <li>• Assign each student a type of foodborne illness. Have the student research and write a two-three page paper on the illness. Have them include how illness occurs, the timeline for the illness, signs and symptoms of the illness, who is most at risk, and the proper emergency procedures to follow.</li> <li>• Lead a discussion on good personal hygiene. Ask students to identify the single most important thing that can be done to prevent the spread of foodborne illness. Demonstrate proper hand washing techniques.</li> <li>• Have each student demonstrate proper hand washing procedures.</li> <li>• Have students make posters illustrating</li> </ul>

	<p>good personal hygiene versus poor personal hygiene.</p> <ul style="list-style-type: none"> <li>• Have students develop a hand washing policy to be posted in your lab.</li> <li>• Define potentially hazardous foods as foods high in protein and moisture such as milk and milk products, shell eggs, meats, fish, poultry, shellfish, baked potatoes, cooked rice or beans, tofu, garlic and oil mixtures, sliced melons, sprouts, and textured soy proteins. Show a PowerPoint presentation on the causes of foodborne illness.</li> <li>• Have students illustrate potentially hazardous foods by creating a potentially hazardous foods poster. Have students list the reasons these foods must be handled with care.</li> <li>• Lead a discussion to identify and describe bacteria, viruses, parasites, and fungi that can cause foodborne illness.</li> <li>• Have each student create a chart to categorize bacteria, viruses, parasites, and fungi. Have the student identify the name of the bacteria, virus, parasite, or fungi; the source; the potential carrier; when symptoms appear; how long symptoms last; and prevention. Include salmonellas infection, shigellosis infection, staphylococcal intoxication, clostridium perfringens toxin-mediated infection, bacillus cereus intoxication, botulism intoxication, hepatitis A, norovirus, gastroenteritis, rotavirus gastroenteritis, trichinosis, giardiasis, molds, and yeasts.</li> <li>• Define biological toxins to include ciguatera toxin and scombroid poisoning from fish.</li> <li>• Have students research the source of contamination, the associated food, and preventative measures and write a short paragraph about their findings.</li> <li>• Lead a discussion about common allergens. Have students participate in the discussion by brainstorming to identify common allergens.</li> </ul>
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	<ul style="list-style-type: none"> <li>• In small groups, have students research one allergen, its symptoms, and methods of prevention. Have the group present their research findings to the class.</li> <li>• Discuss the conditions under which bacteria multiply rapidly. Identify the acronym FAT-TOM.</li> <li>• Demonstrate the correct procedures for measuring and recording food temperatures.</li> <li>• Have students practice and then demonstrate measuring food temperatures properly and recording temperatures on a time and temperature log.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation in class discussions.</li> <li>• Evaluate the paper using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the hand washing activity for accuracy and correct procedures.</li> <li>• Evaluate the personal hygiene poster using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the demonstration on proper hand washing procedures using the Hand Washing Checklist located in Appendix E.</li> <li>• Evaluate the hand washing policy for accuracy, grammar, spelling, etc.</li> <li>• Evaluate the potentially hazardous foods poster using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the chart of bacteria, viruses, parasites, and fungi for accuracy of content.</li> <li>• Evaluate the written paragraph on food contamination using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Monitor for participation in the class discussion on allergens.</li> <li>• Evaluate the presentation on allergens using the Presentation Assessment Rubric located in Appendix E.</li> </ul>
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	<ul style="list-style-type: none"> <li>Evaluate each student for accuracy in measuring and recording food temperatures using the Checklist for Measuring Food Temperatures located in Appendix E.</li> </ul>
<p>2. Examine the importance of establishing a food safety system.</p> <p>a. List the seven major steps in a Hazard Analysis Critical Control Points (HACCP) system.</p> <p>b. Analyze a recipe and re-write it to meet HACCP guidelines.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the HACCP system, its development, and why it is important.</li> <li>Use transparencies or a PowerPoint presentation to identify and discuss the steps in HACCP.</li> <li>Divide students into pairs and have them practice memorizing and listing the steps in HACCP.</li> <li>Have each student recite the steps of HACCP.</li> <li>Review potentially hazardous foods.</li> <li>Discuss and provide an analysis of the flow of food through a foodservice operation (purchasing, receiving, storing, preparation, cooking, holding, cooling and storing, re-heating, and serving). Use the following questions to identify potentially hazardous points in the flow: What are the potentially hazardous foods? At which points could they control the contamination, survival, and growth of disease-causing microorganisms? Do workers practice proper hygiene procedures? Is food being prepared in ways that might increase the risk of contamination? Are proper temperatures for storing, cooking, holding, cooling, and re-heating being adhered to and recorded? Are some customers at an increased risk of foodborne illness (i.e., children, older people, ill people)? Are the suppliers reputable? Is the recipe so complicated that it is hard to monitor all the steps needed to serve it safely? Are the employees properly trained and/or equipped to do their job well?</li> <li>Provide students with case studies involving foodborne illness. In groups, have students identify where food safety hazards might have occurred in the flow</li> </ul>

	<p>of food through an operation. Have them pinpoint biological, chemical, and/or physical hazards that could have contaminated a recipe.</p> <ul style="list-style-type: none"> <li>• Ask students to pick one of their favorite recipes from a magazine or the recipe card file. As a class, identify potentially hazardous foods in the recipe, the critical control points in the recipe, and potential hazards in the recipe. Have students suggest critical control points and draft the HACCP version of the recipe.</li> <li>• Have students draw a flowchart for a particular recipe. The flowchart should concentrate on the potentially hazardous foods in the recipe and identify where hazards exist in each step in the flow of food. This activity could be an integration activity with the BCT class if students want to design their flowchart using Microsoft Excel or PowerPoint.</li> <li>• Have students add critical control points to their flowcharts. The critical control points can then be analyzed to see what procedures need to be in place to keep the food safe. Procedures should be very specific, clear, and measurable (time, temperature, etc.). As many requirements as possible should be included in their recipe flowcharts.</li> <li>• Lead a discussion on how students will monitor their critical control points. One example may be to measure the product's temperature with a clean, sanitized thermometer and record times when the temperatures are taken. Then, if corrective action is necessary, the students should add this to their flowcharts. Example: Requirement: Hold baked chicken breast at 140°F or higher until served. Do not hold longer than two hours. Corrective action: If it has been held for more than two hours, discard. If it has been held for less than two hours and temperature falls below 140°F, reheat it to 165°F or higher for at least 15 seconds.</li> </ul>
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	<p>Have students develop a record-keeping system to monitor time and temperature in the lab. Use student-made HACCP system flowcharts and recipes, if available. Verify that the system is working by having kitchen manager observe other workers and check log books regularly to make certain that everyone is following proper food safety procedures.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation in classroom discussions and activities.</li> <li>• Evaluate each student's recital of the steps of HACCP by using the Steps of HACCP Checklist in Appendix E.</li> <li>• Evaluate the results of each case study using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the HACCP version of the recipe for accuracy and effectiveness of HACCP.</li> <li>• Evaluate the flowchart for accuracy and effectiveness of HACCP.</li> <li>• Evaluate the record-keeping system for accuracy, completeness, and the effectiveness of HACCP.</li> <li>• Monitor the kitchen manager for accuracy and completeness of log books.</li> </ul>
<p>3. Analyze the flow of food through a foodservice establishment.</p> <ol style="list-style-type: none"> <li>Compare different types of storage areas found in a foodservice operation.</li> <li>Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a discussion on each step in the flow of food and places where various risks for contamination occur. Show a PowerPoint presentation on the flow of food. Utilize information from the National Restaurant Association's National Food Safety Education Month Web site.</li> <li>• Working in groups, have students develop a floor plan of your lab. Have the students take an imaginary delivery of food through the operation from receiving to serving. Note rules for storage, thawing, internal cooking temperatures, holding, cooling, and re-heating to include proper temperatures.</li> <li>• Review proper serving techniques by role-playing. Have students hold plates by the bottom or edge, carry silverware by the</li> </ul>

	<p>handles, use tongs to transport food, grasp cups by the handles, scoop ice with non-breakable utensils, grasp glasses by the base, etc.</p> <ul style="list-style-type: none"> <li>• Discuss receiving procedures and demonstrate procedures to use when cans are damaged. Display damaged cans that would be rejected upon receiving.</li> <li>• Discuss and demonstrate proper cooling procedures.</li> <li>• Have students practice proper cooling procedures.</li> <li>• Review the proper procedure for taking temperatures.</li> <li>• Have students draw a thermometer to illustrate time and temperature guidelines for cooling food properly.</li> <li>• As a class, create a checklist for food safety at home. List the important guidelines that should be followed at each step in the flow of food, from the grocery store to the table. Review that the flow of food includes receiving (grocery shopping), storage, preparation, cooking, holding, cooling, reheating, and serving.</li> <li>• Have students take the surveys home, record procedures they observe, and discuss the following questions in class: What procedures are they most concerned with? What suggestions for improvement can be made by the students? Enhance the activity by running the survey in the school paper or newsletter to help educate other students about food safety.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation in all class discussions.</li> <li>• Evaluate the floor plan for accuracy, completeness, and identification of HACCP.</li> <li>• Monitor for participation in role-play activity. Evaluate for correctness by using the Proper Serving Techniques Checklist located in Appendix E.</li> <li>• Evaluate the use of proper cooling procedures by using the Checklist for</li> </ul>
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	<p>Proper Cooling located in Appendix E.</p> <ul style="list-style-type: none"> <li>• Evaluate the thermometer chart for accuracy in the illustration of time and temperature guidelines for cooling foods.</li> <li>• Evaluate the checklist for food safety created by the students.</li> <li>• Monitor for participation in the survey activity and the class discussion.</li> </ul>
<p>4. Maintain a clean and sanitary kitchen.</p> <ol style="list-style-type: none"> <li>a. Define the difference between clean and sanitary.</li> <li>b. Demonstrate procedures for cleaning and sanitizing tools and equipment.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a discussion on the proper procedures for cleaning and sanitizing the kitchen. Present a PowerPoint presentation on clean and sanitary kitchens. Utilize information from the National Restaurant Association's National Food Safety Education Month website. Make students aware that a master cleaning schedule includes four things: What needs to be cleaned, who is to clean it, how it is to be cleaned, and how often it is to be cleaned.</li> <li>• Working in groups, have students develop a master cleaning schedule for the lab. Have the students present the master cleaning schedule they created to the class and explain the process they used to create it. Have the class as a whole take each group's schedule and make one schedule to be used in the lab.</li> <li>• Discuss and demonstrate the proper cleaning and sanitizing procedures for all equipment in the kitchen.</li> <li>• Have students practice manually cleaning and sanitizing each piece of equipment.</li> <li>• As the year progresses, have students analyze the cleaning and sanitizing schedule to determine if it is helpful and if it needs to be adjusted.</li> <li>• Invite the grounds or maintenance supervisor from the district office to visit the class and discuss the importance of pest control at school. Have the students develop questions about pest control, interview the guest speaker, and prepare a poster on their findings. The poster should include the types of pests that are a</li> </ul>



	<p>problem in the school, factors that increase the number of pests or add to the pest problem (such as older buildings, food left in classrooms, standing water, limited funding, etc.), measures being taken by the school to control pests, and things students can do to help control pests. This poster can be placed in the lab to serve as a reminder of the importance of pest control.</p> <ul style="list-style-type: none"> <li>• Discuss the role of the Mississippi Department of Health's sanitation inspection and the current laws regarding proper sanitation. Invite the local sanitarian to speak to the class about the rules and regulations.</li> <li>• Provide each student with a copy of the health inspection form used in Mississippi. Have each student conduct a mock health inspection of the lab and report his/her findings to the class.</li> <li>• Based on the solution used in the lab, discuss and demonstrate how sanitizing solutions can be used in a foodservice establishment. Discuss the proportions of solution to water that should be used.</li> <li>• Using the solutions in the lab, have students practice preparing sanitizing solutions.</li> <li>• Discuss ServSafe® certification and the state requirements as related to foodservice establishments.</li> <li>• Review all ServSafe® material to prepare students for the exam. Provide students with practice ServSafe® exams.</li> <li>• Invite a ServSafe® certified instructor to visit the class to review students for the exam.</li> <li>• Encourage students to take the ServSafe® certification exam.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the master cleaning schedule for accuracy and completeness.</li> <li>• Evaluate each student's performance when manually cleaning and sanitizing equipment by using the Checklist for</li> </ul>
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	<p>Manually Cleaning and Sanitizing Equipment located in Appendix E.</p> <ul style="list-style-type: none"> <li>• Evaluate the poster on pest control by using the Poster Assessment Rubric located in Appendix E.</li> <li>• Monitor for participation in the mock health inspection activity.</li> <li>• Evaluate each student for accuracy when using sanitizing solutions available in the lab.</li> <li>• Provide a grade on the sample ServSafe® test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

#### 1PS2: Preparing and Serving Safe Food

### *The National Restaurant Association's ServSafe® Course Content*

- SS1 Providing Safe Food
- SS2 The Microworld
- SS3 Contamination, Food Allergens, and Foodborne Illness
- SS4 The Safe Foodhandler
- SS5 The Flow of Food: An Introduction
- SS6 The Flow of Food: Purchasing and Receiving
- SS7 The Flow of Food: Storage
- SS8 The Flow of Food: Preparation
- SS9 The Flow of Food: Service
- SS10 Food Safety Systems
- SS11 Sanitary Facilities and Pest Management
- SS12 Food Safety Regulation and Standards

### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

## Secondary Culinary and Related Foods Technology

- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**Culinary and Related Foods Technology I**  
**Unit 4: Workplace Safety and Security**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<ol style="list-style-type: none"> <li>1. Demonstrate safe work habits to prevent injuries.               <ol style="list-style-type: none"> <li>a. Discuss OSHA (Occupational Safety and Health Administration) and why it is important.</li> <li>b. Describe the Hazard Communication Standard Requirements for employers.</li> <li>c. Identify the location and purpose of Material Safety Data Sheets.</li> <li>d. Identify electrical hazards that contribute to accidental fires and shocks.</li> <li>e. Classify different types of fires and fire extinguishers to include automatic sprinklers and hood systems.</li> <li>f. Describe the ways to prevent both fire and chemical burns.</li> <li>g. List hazards that contribute to injury due to slips, trips, or falls.</li> <li>h. Outline proper procedures for cleaning spills on floors.</li> <li>i. Demonstrate the proper use of ladders.</li> <li>j. Demonstrate proper lifting and carrying procedures to avoid injury.</li> <li>k. Demonstrate correct and safe use of knives including handling, walking, passing, washing, and storage.</li> <li>l. Identify other hazards that can cause cuts.</li> <li>m. List ways to use protective clothing and equipment to prevent injuries.</li> </ol> </li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the role of the Occupational Safety and Health Administration (OSHA) and why it is important to the foodservice industry.</li> <li>• Divide the students into groups and have them tour the lab in search of OSHA safety violations. Bring the groups back together and have each group list the problems found and discuss how to correct the problems.</li> <li>• Have students search the Internet and write a report to identify the role of OSHA and describe requirements as related to foodservice.</li> <li>• Discuss and describe the Hazard Communications Standard Requirements and why these requirements are important to foodservice.</li> <li>• Have students write a paragraph to describe how the Hazard Communications Standard Requirements will affect them in a culinary career.</li> <li>• Identify, describe, and discuss Material Safety Data Sheets (MSDS) and why these sheets are important in foodservice.</li> <li>• Provide students with copies of the MSDA sheet in the lab and have them locate the product described.</li> <li>• Identify and discuss electrical hazards found in a foodservice establishment. Discuss electrical shock, how to avoid it, and what to do if it occurs.</li> <li>• Divide the students into groups and provide each group with a case study on electrical hazards. Have the students identify the hazards in the study and determine ways to correct the hazards. Have the students discuss procedures for handling electrical shock.</li> <li>• Have a resource speaker from the fire department visit the classroom to discuss</li> </ul>

	<p>the different types of fires and explain the different types of fire extinguishers to include automatic sprinkler and hood systems. Have students prepare questions related to common mistakes that can lead to fires prior to the scheduled day of the resource speaker. Have students practice using a fire extinguisher.</p> <ul style="list-style-type: none"> <li>• Have a resource speaker (school nurse, EMT, etc) speak to students about how to prevent fire and chemical burns. Include how to identify burns by degree and first aid procedures.</li> <li>• Give students pictures that depict errors that can cause burns, slips, falls, cuts, etc. Have students circle mistakes and write a short explanation of each. Use this to introduce a class discussion of kitchen safety.</li> <li>• Review with students the school policies regarding injury. Identify and demonstrate through lecture, video, resource speakers, and other means treatment of minor injuries to include burns, cuts, falls, strains, and choking.</li> <li>• Discuss and demonstrate cleaning spills on floors.</li> <li>• Have students demonstrate and practice cleaning spills on floors throughout the course.</li> <li>• Discuss and demonstrate correct ladder safety.</li> <li>• Have students demonstrate and practice correct ladder safety throughout the course.</li> <li>• Discuss and demonstrate proper procedures for lifting and carrying heavy loads.</li> <li>• Have students demonstrate and practice proper procedures for lifting and carrying heavy loads throughout the course.</li> <li>• Discuss and demonstrate the rules for safe knife use.</li> <li>• Have students demonstrate and practice correct use of knives throughout the course.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Have students discuss hazards that cause cuts. Have students inspect the culinary laboratory for potential hazards that can cause cuts. Divide students into groups and have each group develop a checklist for preventing cuts in the kitchen. Display each list in the classroom.</li> <li>• Lead a discussion of ways to use protective clothing and equipment to prevent injuries.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the written report on OSHA and Hazard Communications using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Monitor for participation in the MSDS search.</li> <li>• Evaluate the case study activity using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate each student for accuracy in the use of a fire extinguisher using the Checklist for Fire Extinguisher located in Appendix E.</li> <li>• Evaluate the safety picture activity for accuracy and completeness.</li> <li>• Evaluate each student for the use of correct procedures when cleaning spills, climbing a ladder, lifting and carrying heavy objects, and using knives safely using the Checklist for Spills, Ladder, Lifting, Carrying, and Knives located in Appendix E.</li> <li>• Evaluate the checklist for preventing cuts in the kitchen for accuracy and completeness.</li> </ul>
<p>2. Explain emergency techniques and procedures.</p> <ol style="list-style-type: none"> <li>a. Outline proper actions to take in the event of a fire.</li> <li>b. Describe basic first aid concepts and procedures for choking, cuts, burns, falls, strains, electrical shock, and heart attack.</li> <li>c. Explain the importance of completing standard reports for accidents or</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate appropriate actions to take in the event of a fire in the lab.</li> <li>• Have students locate fire extinguishers and identify evacuation routes.</li> <li>• Have students divide into groups to prepare a checklist to use in case of a fire (This checklist should include evacuate the building, turn off gas, call fire</li> </ul>

<p>illness.</p> <p>d. Describe procedures to manage robberies, natural disasters, and vandalism.</p>	<p>department, cut off air supply, remain calm, etc.). Display lists in the classroom.</p> <ul style="list-style-type: none"> <li>• Invite a resource speaker (nurse, EMT, etc.) to explain and demonstrate basic first aid procedures to include choking, cuts, burns, falls, strains, electrical shock, and heart attack.</li> <li>• Divide students into groups and have them role-play actions to be taken in case of emergency.</li> <li>• Have students complete accident reports for the role-plays performed for the class.</li> <li>• Given a specific event (robbery, natural disaster, vandalism, etc.), have students discuss in small groups appropriate methods of managing the emergency. Have each group report to the class and discuss.</li> <li>• Have students handle emergencies appropriately throughout the course.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation in the fire extinguisher and evacuation routes activity.</li> <li>• Evaluate the fire for completeness and accuracy.</li> <li>• Evaluate the role-play activity using the Role-Play and Skit Assessment Rubric located in Appendix E.</li> <li>• Evaluate the accident reports for accuracy and completeness.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

#### 1PS3: Preventing Accidents and Injuries

#### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.



- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

**SUGGESTED REFERENCES**

- I-CHRIE Publications. *Journal of hospitality & tourism education*. Retrieved September 13, 2005, from <http://www.chrie.org/>
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**Culinary and Related Foods Technology I**  
**Unit 5: Culinary Basics**

**(20 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate basic food preparation skills.</p> <ol style="list-style-type: none"> <li>Identify the components and functions of a standardized recipe.</li> <li>Recognize abbreviations.</li> <li>Weigh and measure ingredients with measuring devices by weight and volume.</li> <li>Calculate equivalent weights and measures.</li> <li>Convert a standardized recipe to increase and decrease yield.</li> <li>Use correct terminology for basic food preparation techniques.</li> <li>Apply mise en place through practice.</li> <li>Discuss different types of knives and their uses.</li> <li>Describe common spices and herbs and their uses.</li> <li>Follow a standard recipe to produce a standard product.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Define, discuss, and identify the components and functions of a standardized recipe. Define and identify abbreviations used in a standardized recipe.</li> <li>Using an overhead or slide, provide an example of a good standardized recipe. Have students orally identify each component and explain its function.</li> <li>Provide each student a copy of a standardized recipe. Have student label each component of the recipe and explain the function of each. Components to be included are ingredients, yield, temperature, time, equipment, instructions, nutrition information, and abbreviations.</li> <li>Have students write the word for each abbreviation used in the recipe.</li> <li>Discuss and demonstrate correct measuring techniques. Discuss and demonstrate calculating equivalent weights and measures.</li> <li>Set up stations in the culinary laboratory and require students to weigh and measure ingredients with dry, liquid, and solid measuring devices.</li> <li>Using a worksheet, have students calculate equivalent weights and measures.</li> <li>Explain and demonstrate the correct methods of increasing and decreasing yields of a standardized recipe.</li> <li>Using a standardized recipe, have students use appropriate formulas to increase and decrease the yields. Students should calculate equivalents for measurements when necessary (example: 24 ounces should be written as 1 pound and 8 ounces).</li> <li>Identify and discuss terminology used in</li> </ul>

	<p>basic food preparation.</p> <ul style="list-style-type: none"> <li>• Have students identify basic terminology for food preparation by preparing two-column notes, flash cards, etc. (Terms should include bake, beat, blend, boil, broil, chill, chop, cook, cube, cut-in, dice, dissolve, drain, fold, freeze, fry, heat, mince, mix, parboil, preheat, roast, scald, simmer, stir, and whip.) These terms should be demonstrated throughout the course through laboratory activities.</li> <li>• Define and demonstrate mise en place.</li> <li>• Have students apply mise en place on a daily basis.</li> <li>• Identify and demonstrate various knives used in the kitchen. Knife cuts should include dicing, slicing, julienne, cubing, chopping, paring, shredding, and grating.</li> <li>• Divide students into groups and have them practice basic knife skills by demonstrating knife cuts using potatoes, carrots, or other inexpensive vegetables.</li> <li>• Identify and discuss herbs and spices and their uses in food preparation. Provide examples of dried and fresh herbs and spices for students to see and smell.</li> <li>• Divide students into small groups and have them list herbs and spices and explain the use of each. Students should use herbs and spices appropriately throughout the year when preparing food.</li> <li>• Have students practice basic food preparation skills by preparing a simple recipe that incorporates as many of the above skills as possible. Have students continue to practice recipe use throughout the course.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the standardized recipe using the Checklist for Identification of Components of a Standardized Recipe located in Appendix E.</li> <li>• Evaluate the abbreviation activity for accuracy.</li> <li>• Evaluate the weights and measurements activity using the Checklist for Weights</li> </ul>
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	<p>and Measurements located in Appendix E.</p> <ul style="list-style-type: none"> <li>• Evaluate the weights and measurements equivalents worksheet for accuracy.</li> <li>• Evaluate adjusting yields activity for mathematical accuracy.</li> <li>• Evaluate the basic terminology activity for participation and accuracy.</li> <li>• Evaluate the application of mise en place using the Checklist for Mise En Place located in Appendix E.</li> <li>• Evaluate each student for the correct procedure and use of various knives and knife cuts using the Checklist for Knife Cuts located in Appendix E.</li> <li>• Use a matching worksheet for students to match spices and herbs to their appropriate uses. Evaluate the worksheet for accuracy.</li> <li>• Evaluate the skills used by each student in the lab using the Food Preparation Lab Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Demonstrate basic food cooking methods.</p> <ol style="list-style-type: none"> <li>a. Demonstrate the dry heat cooking methods.</li> <li>b. Demonstrate the moist heat cooking methods.</li> <li>c. Demonstrate the combination cooking methods.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate the dry heat cooking methods to include those methods without fat and those with fat. The dry heat methods without fat include grilling, barbecuing, broiling, roasting, baking, and microwaving. The dry heat methods with fat include sautéing, pan-frying, stir-frying, and deep-frying.</li> <li>• Discuss and demonstrate moist heat cooking methods to include boiling, shallow poaching, poaching, simmering, blanching, and steaming.</li> <li>• Discuss and demonstrate combination cooking methods to include braising and stewing.</li> <li>• Have students prepare a food using dry heat, moist heat, and combination cooking methods.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the skills used by each student in the lab using the Food Preparation Lab Assessment Rubric and the Prepared Food</li> </ul>

	Assessment Rubric located in Appendix E. • Give a unit test.
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS2: Preparing and Serving Safe Food  
 1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS10: Business Math

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

### *Workplace Skills for the 21<sup>st</sup> Century*

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

## Secondary Culinary and Related Foods Technology

- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

### **SUGGESTED REFERENCES**

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**Culinary and Related Foods Technology I**  
**Unit 6: Foodservice Equipment**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate the correct use of hand tools.</p> <ol style="list-style-type: none"> <li>Identify basic kitchen hand tools.</li> <li>Demonstrate proper cleaning, sanitizing, and maintenance of hand tools.</li> <li>Demonstrate measuring and portioning hand tools.</li> <li>Identify the types and sizes of pots and pans.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the uses of each kitchen hand tool. Assemble kitchen hand tools, hold up each tool, identify it by name, and discuss its use.</li> <li>Have students play a game of “Name That Tool.” Randomly hold up tools and allow students to identify each. Provide a prize for the student who identifies the most tools accurately. Reverse the game by identifying a particular job to be completed and have the students identify the tool to use to complete the job.</li> <li>Have each student demonstrate the proper use of hand tools.</li> <li>Discuss and demonstrate the proper cleaning, sanitizing, and maintenance of hand tools.</li> <li>Assign each student a hand tool to clean, sanitize, and maintain. Have the student demonstrate to the class the correct procedures for that particular tool.</li> <li>Identify, discuss, and demonstrate the use of measuring and portioning hand tools. Identify not only how to use the tool, but how to measure correctly with the tool. Discuss the appropriate uses for each tool.</li> <li>Have students practice using and measuring with scoops, spoons, ladles, etc.</li> <li>Identify and discuss the various types and sizes of pans used in the kitchen.</li> <li>Have students complete a walking tour of the kitchen to identify the types and sizes of pots and pans. During the tour, discuss the proper use and selection of pots and pans. Students will be expected to select the correct type and size of pans and use them correctly throughout the course.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Monitor for participation in tool identification game. Provide a prize to the</li> </ul>

	<p>student who identifies the most tools correctly.</p> <ul style="list-style-type: none"> <li>• Evaluate the demonstration of hand tools using the Checklist for Hand Tool Assessment located in Appendix E.</li> <li>• Evaluate the tool cleaning, sanitizing, and maintenance activity using the Checklist for Manually Cleaning and Sanitizing Equipment located in Appendix E.</li> <li>• Evaluate the demonstration of scoops, spoons, and ladles using the Checklist for Hand Tool Assessment located in Appendix E.</li> <li>• Evaluate the demonstration of pots and pans using the Checklist for Hand Tool Assessment located in Appendix E.</li> <li>• Throughout the year, monitor for accuracy as students select appropriate hand tools.</li> </ul>
<p>2. Demonstrate the safe use and maintenance of large equipment.</p> <ol style="list-style-type: none"> <li>a. Demonstrate how to cut and mix foods using standard kitchen equipment.</li> <li>b. Compare and contrast cooking foods using various types of steamers, broilers, grills, ranges, fryers, and ovens.</li> <li>c. Outline how to hold and serve food and beverages using equipment.</li> <li>d. Demonstrate proper cleaning, sanitizing, and maintenance of food service equipment.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• To introduce the students to the various types of large equipment in the kitchen, have students list 10 pieces of equipment found in the culinary laboratory. Have them list 3 facts about each piece of equipment. Have them walk through the laboratory to find ideas as they complete this assignment. (Remember that this activity is an introduction to stimulate thinking. The facts may be very simple, such as “a refrigerator keeps food below the danger zone.”). This will prompt thoughts and initiate interest. After completion of this activity, conduct a class discussion and have the students share their information. Identify each piece of large equipment, discuss the purpose of each piece, and demonstrate the proper use.</li> <li>• Assign each student a piece of large equipment. Have students work individually to prepare a written report and oral presentation on the assigned piece of equipment (steamers, fryers, ovens, grills, ranges, mixers, etc.). The report should include operating instructions, examples of foods that can</li> </ul>

	<p>be prepared using the particular piece of equipment, proper cleaning, sanitizing, maintenance, and other related information. Students may use handouts, PowerPoint presentations, posters, or demonstrations to present their information to the class.</p> <ul style="list-style-type: none"> <li>Students will be expected to use, clean, sanitize, and maintain equipment throughout the course.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the reports and presentations on equipment using the Written Report Assessment Rubric and Presentation Assessment Rubric located in Appendix E.</li> <li>Throughout the year, monitor students for accuracy in the selection of use and sanitizing of large equipment.</li> <li>Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart<sup>®</sup> Learning Objectives*

- 1PS2: Preparing and Serving Safe Food
- 1PS3: Preventing Accidents and Injuries
- 1PS4: Kitchen Basics
- 1PS5: Foodservice Equipment

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

### **SUGGESTED REFERENCES**

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**Culinary and Related Foods Technology I**  
**Unit 7: Nutrition**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Develop well-balanced menus.</p> <ol style="list-style-type: none"> <li>Describe a healthy diet.</li> <li>Identify and discuss the role of nutrients to include carbohydrates, hormones, fiber, starch, and fat.</li> <li>Define and discuss cholesterol and list the food in which it is found.</li> <li>Discuss the role of protein, water, vitamins, and minerals in the diet and identify foods that contain these nutrients.</li> <li>Differentiate between complete and incomplete proteins.</li> <li>Interpret information on a food label.</li> <li>Identify and describe the Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Introduce the unit on nutrition by asking the class what types of foods active teenagers need to eat to maintain their health and not become obese. Describe and discuss the importance of a healthy diet.</li> <li>Have the students complete a 24 hour food recall. Students would think back over the last 24 hours and make a list of every specific food consumed. Have students read the textbook to compare and analyze the list of foods they ate with the correct serving needed to maintain health. Ask a volunteer to share his/her food recall and have the class analyze to determine if it was healthy or not.</li> <li>Identify and discuss the nutrients, their functions, the importance of fiber, and how fiber works to clear the digestive system. Include a discussion on cooking methods (steaming rather than boiling; baking rather than frying) that preserve nutrients and make recipes more healthful.</li> <li>Divide the students into groups and have each group research one of the following: bowel syndrome, diverticulosis, preventing constipation, inflammation of the intestine, high cholesterol, cholesterol lowering foods and medicine, complete/incomplete proteins and the foods they represent. Have the groups make an oral presentation to report their findings to the class.</li> <li>Have students read the textbook and list each nutrient and function. Out of poster board, have the students make the capital letters P, C, F, V, M, and W to indicate protein, carbohydrate, fat, vitamin, mineral, and water. Each letter should be drawn to indicate the functions performed in the body. For example, protein builds strong bodies. P for protein could be illustrated by drawing a hammer building a</li> </ul>

	<p>tiny person out of some material. F for fat could have plenty of padding to represent warmth and protection.</p> <ul style="list-style-type: none"> <li>• Discuss cholesterol in the diet and identify foods high in cholesterol. Include a discussion of the effects of high cholesterol in the body on the heart. Discuss healthful substitutes for high fat recipes.</li> <li>• Have students search recipe books to identify recipes high in fat. Have students analyze the recipe and make suggestions for recipe modifications to lower the fat and make the dish healthy.</li> <li>• Divide the class into two teams. One team should prepare a recipe that contains foods with salt, sugar, butter, etc. The second team should prepare the same recipe with healthy alternatives such as seasonings, etc. Have the teams sample each recipe for flavor and taste.</li> <li>• Discuss and provide examples of complete and incomplete proteins. Identify them and differentiate between their functions. Include a discussion on vegetarian diets.</li> <li>• Divide the class into two teams for a race. Each team should have one recorder to write while the remaining team members race to see which team can name the most complete and incomplete proteins.</li> <li>• Identify and discuss information found on food labels. Provide labels as examples and discuss the major components.</li> <li>• Have students bring in labels from their favorite foods and identify the parts of the label. Have students analyze labels for the nutritional content. After analyzing the label the students should write a short paragraph about the nutritional value, the nutritive functions being met, and identification of the food group from the Food Guide Pyramid.</li> <li>• Have students design a poster that illustrates healthy snacks for teens.</li> <li>• Discuss and identify the RDAs and the new Food Guide Pyramid. Compare the</li> </ul>
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	<p>new Food Guide Pyramid to the old one. Illustrate and demonstrate how these tools can be used to plan a healthy menu.</p> <ul style="list-style-type: none"> <li>• Have students select a partner and go to the board (without their books) and draw the Food Guide Pyramid indicating the correct number of servings needed to maintain health, and at least 4 food examples from each category.</li> <li>• Pose this question to the students, “Your best friend doesn’t want to gain any weight before the prom; therefore, she stopped drinking milk. She has not had any milk for five months and has not gained any weight. You are worried. What advice can you give her about her choices and what would be a better choice?” Have the students write a paragraph indicating their response.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation in the class discussions about the 24 hour food recall.</li> <li>• Evaluate the group oral research reports using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the poster activity using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the recipe analysis activity for accuracy.</li> <li>• Have students evaluate the two dishes using the Prepared Food Assessment Rubric located in Appendix E.</li> <li>• Monitor for participation and accuracy in the race.</li> <li>• Evaluate the written report on labels using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the poster activity using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the Food Guide Pyramid activity for accuracy.</li> </ul> <p>Evaluate the written response paragraph using the Written Report Assessment Rubric located in Appendix E.</p>
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<p>2. Prepare a well-balanced meal.</p> <ol style="list-style-type: none"> <li>Use the Recommended Dietary Allowances and the Food Guide Pyramid to plan meals.</li> <li>Use herbs and spices for traditional seasonings.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Review and discuss moist, dry, and combination cooking methods. Review the equipment that is in the laboratory and which pieces reduce nutrient loss. Review and discuss the importance of spices, herbs, and alternatives for seasonings.</li> <li>Provide a classroom set of cookbooks from the county fair, home extension agent, or other free resources. Guide the students through one recipe identifying and discussing the appropriate cooking methods that preserve nutrients. For recipes that are high in fat or cholesterol, have the students research and discuss ways to make each recipe more healthful.</li> <li>Divide the students into teams and have each team develop a menu that is healthy. Have the students identify the recipes to be used for the menu. Have each team present their menus to the class. Allow the class to vote on the menu to be prepared.</li> <li>Provide each team with a menu. Have the students to evaluate the menu and write a paragraph to support their evaluation.</li> <li>Provide this scenario to the class: “You are concerned that members of your family are not making nutritious food selections. You want and need to explain why good nutrition is important and how they can make sure they are eating healthy whether at home or in a restaurant.” Ask each student to consider the scenario and provide a response. Allow the students to present their ideas to the class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the recipe modification activity for accuracy.</li> <li>Evaluate the menus and recipes developed by the teams for accuracy according to the Food Guide Pyramid and the RDAs.</li> <li>Evaluate the written report of the menu analysis using the Written Report Assessment Rubric located in Appendix E.</li> <li>Evaluate the oral response to the question posed for accuracy of content based on the</li> </ul>
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	Food Guide Pyramid and the RDAs. • Give a unit test.
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

- 1PS4: Kitchen Basics
- 1PS5: Foodservice Equipment
- 1PS6: Nutrition
- 1PS8: Working with People

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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**Culinary and Related Foods Technology I**  
**Unit 8: Breakfast Foods, Dairy, and Sandwiches**

**(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate breakfast food preparation.</p> <ol style="list-style-type: none"> <li>Prepare basic breakfast food items.</li> <li>Prepare breakfast beverages.</li> <li>Evaluate prepared products.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and provide examples of breakfast menus planned according to the Food Guide Pyramid and the RDAs.</li> <li>Have each student plan a breakfast menu utilizing the Food Guide Pyramid and the RDA guidelines.</li> <li>Demonstrate the preparation of breakfast foods. Include basic foods from the Food Guide Pyramid such as meat/protein items, cereal products, fruit, breads, and breakfast beverages.</li> <li>Discuss the proper procedures used to evaluate food products. Include how to correctly “taste” foods during evaluation.</li> <li>Have students plan a breakfast menu as a class. Divide the class into smaller groups to prepare each menu item.</li> <li>Provide written evaluation forms and have students complete an evaluation of the foods prepared. Include the planning and preparation processes in the evaluation.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate each breakfast menu based on its nutritional content.</li> <li>Evaluate the prepared dishes using the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Demonstrate preparation and handling of dairy products.</p> <ol style="list-style-type: none"> <li>Explain how to keep milk products safe and sanitary.</li> <li>Differentiate between butter and margarine.</li> <li>Distinguish between several types of cheeses and give examples of each.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate the correct procedures for keeping milk products safe and sanitary. Include ServSafe® safety and sanitation procedures for milk and milk products.</li> <li>Have students develop a chart of the flow of milk and milk products through the foodservice establishment from delivery to service. Have students indicate on the chart the critical points for keeping milk and milk products at the correct temperatures.</li> <li>Discuss the difference between butter and</li> </ul>

	<p>margarine to include fat content. Explain how to substitute margarine for butter in order to reduce the fat content of dishes.</p> <ul style="list-style-type: none"> <li>• Divide the students into teams of two and have each team select one simple recipe that requires butter. Have one student in the team prepare the recipe using butter and have the other student prepare the same recipe using margarine. Have the students evaluate each dish and write an analysis of the two dishes.</li> <li>• Identify and discuss the different types of cheeses. Discuss how cheese is made, stored, and used, and the fat content of each.</li> <li>• Provide students with samples of various cheeses and allow students to evaluate each. Have the students write a paragraph describing the taste, texture, and appearance of each type of cheese.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the chart of the flow of milk and milk products for accuracy and ServSafe® requirements.</li> <li>• Evaluate the written report on the butter and margarine activity using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the written report on the cheese tasting activity using the Written Report Assessment Rubric located in Appendix E.</li> </ul>
<p>3. Demonstrate preparation of several types of sandwiches.</p> <ol style="list-style-type: none"> <li>a. Give examples of different types of sandwiches.</li> <li>b. Identify the three components of a sandwich.</li> <li>c. Prepare various sandwiches.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and provide examples of the different types of sandwiches. Include simple hot, open faced, hors d'oeuvres, grilled, deep-fried, and simples cold.</li> <li>• Identify, discuss, and explain the purpose of the three components of a sandwich to include the bread, spread, and filling.</li> <li>• Demonstrate the proper procedures for making sandwiches. Include how to arrange the work area for time and motion savings. Discuss the correct use of hands and motions for time-savings.</li> <li>• Have students make a poster of the</li> </ul>

	<p>different types of sandwiches using pictures from magazines.</p> <ul style="list-style-type: none"> <li>• Have students practice sandwich making skills.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the poster activity using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the prepared dishes using the Prepared Food Assessment Rubric and the Food Preparation Assessment Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

- 1PS2: Preparing and Serving Safe Food
- 1PS3: Preventing Accidents and Injuries
- 1PS4: Kitchen Basics
- 1PS5: Foodservice Equipment
- 1PS6: Nutrition
- 1PS7: Breakfast Foods and Sandwiches

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A8 Analyze data and apply concepts of probability.
- B3 Investigate cell structures, functions, and methods of reproduction.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools

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**Culinary and Related Foods Technology I**  
**Unit 9: Human Resources**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Utilize employability skills.</p> <ol style="list-style-type: none"> <li>Explain how stereotypes and prejudices can negatively affect how people work together.</li> <li>List and demonstrate effective legal interviewing skills.</li> <li>Discuss the importance of having new employee orientation.</li> <li>Describe common elements of orientation programs.</li> <li>Summarize and discuss effective group and on the job training.</li> <li>List and apply effective techniques used in performance evaluations.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a class discussion to identify and define stereotypes and how they affect people.</li> <li>Divide the students into groups and provide each group with a case study in which stereotypes and prejudices affect work on the job. Have students analyze the case studies to identify the situations where stereotypes and prejudice exists. Have the students rewrite the case studies so stereotypes and prejudices are not included. Have students discuss how workplace stress would be lower and job performance would increase.</li> <li>Discuss the importance of the job interview and identify interviewing skills. Include the legalities of a job interview along with what can and can't be asked. Discuss any job interviews the students have been on and the questions they were asked. Discuss open and closed ended questions and how open ended sentences can be used to make a positive first impression.</li> <li>Have pairs of students list interview questions they think are legal for employers to ask during an interview. Compare the questions listed by students with those that are correct.</li> <li>Divide students into pairs and have them practice mock interviews. Students should use phones to call and set up interview and make sure the company received their resume. After allowing time for practice, students should hold mock interviews for the class. The class should discuss each interview, identify problems, and suggest ways to correct problems identified.</li> <li>Have a manager from a local restaurant come to your class to interview students selected at random. After each interview</li> </ul>

	<p>example, have the manager express the strengths and weaknesses of each interview.</p> <ul style="list-style-type: none"> <li>• Have students create a rap, song, poem, or other creative activity that would transfer their understanding of legal interview questions into words.</li> <li>• Lead a discussion on the importance of job orientations. Include the types of information that should be covered in an orientation.</li> <li>• Ask the students to recall the information provided by the teacher during the first few days of the school year. Ask the students why this type of orientation was important and if it helped the students to understand the rules, policies, grading, and what was expected of them. Ask the students who work about their job orientation. Use these questions to stimulate a class discussion.</li> <li>• Have the students research and interview three people who have gone through job orientation. One interview must be with someone who works at a fast food restaurant. Have the students write a paper on the common orientation steps, how the size of the business affects the orientation, how the current employees make the new employees feel, who the new employee goes to with questions, how the employees receive feedback, and how training could be improved.</li> <li>• Pose the following scenario to the students and ask for input and class discussion: “The manager asked Nichole to be in charge of training new employees on the deep fat fryers and the work required in that station. When the new employee Rhonda reported for work, Nichole told the manager that no one took time and showed her how to operate the fryers; she had to learn on her own. If you were Nichole’s manager, what would you say to her? If you were Rhonda, how would you feel? Did the manager</li> </ul>
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	<p>overstep? What were the communication and training problems here?”</p> <ul style="list-style-type: none"> <li>• Discuss the importance of performance evaluation in the job setting.</li> <li>• Provide a performance evaluation for the class to review. Have the class discuss the statements on the evaluation and the rating scale. Ask the class if they would make any changes in the instrument and have them justify those changes.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the case study activity using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the interview questions for accuracy.</li> <li>• Evaluate the mock interviews using the Interview Assessment Rubric located in Appendix E.</li> <li>• Evaluate the rap, song, poem, etc. for creativity and accuracy.</li> <li>• Evaluate for participation in group discussion using the Group Participation Rubric located in Appendix E.</li> <li>• Evaluate the interviews and the paper using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Monitor the class discussion on the question posed in the scenario.</li> <li>• Evaluate for participation in group discussion using the Group Participation Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career

1PS1: Successful Customer Relations

1PS8: Working with People

2PS0: Introduction: Preparing for a Successful Career

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*Academic Standards*


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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H3 Describe the relationship of people, places, and environments through time.

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T5 Technology research tools

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**Culinary and Related Foods Technology I**  
**Unit 10: Salads and Garnishes**

**(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Prepare various types of salads.</p> <ol style="list-style-type: none"> <li>Identify types of salads.</li> <li>Identify types of salad greens used in salad preparation.</li> <li>Identify the parts of a salad.</li> <li>Compare and contrast types of salads served at different points in the meal.</li> <li>Demonstrate appropriate methods to clean salad greens.</li> <li>Store salads properly.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the various types of salads (appetizer, accompaniment, main dish, dessert) and salad greens used in salad preparation and provide examples of each. Examples may be pictures from magazines, videos, PowerPoint slides, or actual salads.</li> <li>Divide students into small groups. Have each group list different types of salads and salad greens used in various salad recipes. Lead a class discussion on the list from each group.</li> <li>Identify and discuss the importance of each part of the salad. Include the body, base, and dressing.</li> <li>Have students use magazines to locate pictures of various salads and label the parts. These can be put on a poster or in a booklet. Have students use the pictures to write a comparison of the different types of salads and indicate when they are to be served in the meal.</li> <li>Discuss food safety guidelines related to cleaning procedures and proper storage guidelines for salads.</li> <li>Have students individually or as part of a group prepare and evaluate various types of salads.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate participation in group discussions using the Group Participation Assessment Rubric located in Appendix E.</li> <li>Evaluate the poster or booklet using the Poster Assessment Rubric located in Appendix E.</li> <li>Evaluate the salad preparation and evaluation activity using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>

<p>2. Identify salad dressings.</p> <ol style="list-style-type: none"> <li>Differentiate among salad dressings.</li> <li>Match dressings to appropriate salads.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the various types of salad dressings, how each is prepared, and how each is to be used. Provide pictures of different types of salads and salad dressings.</li> <li>Divide students into small groups, provide a different recipe for each group, and have each group prepare a salad with the appropriate salad dressing. Have the students evaluate the product. (Be sure that each group prepares a different salad than the one prepared in the above activity.)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate for participation in class discussions using the Group Participation Assessment Rubric located in Appendix E.</li> <li>Evaluate the salad and salad dressing preparation and evaluation activity using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>3. Demonstrate garnishing plates.</p> <ol style="list-style-type: none"> <li>Describe the importance of a garnish.</li> <li>Describe common ingredients used to garnish.</li> <li>Design a plate garnished attractively.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a discussion on the importance of garnishing. Discuss and provide examples of common ingredients used to garnish. Demonstrate how to make various types of garnishes. Include information about the principles and elements of design to include color, texture, etc.</li> <li>Divide students into small groups and have each group develop a list of common foods used for garnishing. Compare each list in class and combine into one master list. Provide each student with a copy of the master list.</li> <li>Divide students into small groups. Give each group a menu and have the students in each group list suggestions for garnishing. Have each group present their menu and garnishing suggestions to the class.</li> <li>Have students practice making garnishes.</li> <li>Have students garnish food prepared</li> </ul>



	<p>throughout the year.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate each groups list of common ingredients used for garnishing using the Group Work Assessment Rubric located in Appendix E.</li> <li>• Evaluate each group's menu and garnishing ideas using the Group Work Assessment Rubric located in Appendix E.</li> <li>• Evaluate each student on garnishes for the dishes they prepare throughout the year.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS1: Successful Customer Relations  
 1PS2: Preparing and Serving Safe Food  
 1PS3: Preventing Accidents and Injuries  
 1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS9: Salads and Garnishes  
 1PS11: Fruits and Vegetables  
 1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS1: The History of Foodservice  
 2PS2: Potatoes and Grains  
 2PS4: The Art of Service  
 2PS5: Desserts and Baked Goods  
 2PS6: Marketing and the Menu  
 2PS8: Meat, Poultry, and Seafood  
 2PS10: Stocks, Soups, and Sauces  
 2PS12: Communicating with Customers

### *Academic Standards*

A1 Recognize, classify, and use real numbers and their properties.  
 A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.  
 A5 Utilize various formulas in problem-solving situations.  
 E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.  
 E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T3 Technology productivity tools
- T5 Technology research tools

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**Culinary and Related Foods Technology I**  
**Unit 11: Culinary Math**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Apply basic mathematical calculations to the culinary practices.</p> <ol style="list-style-type: none"> <li>Given a list of numbers, add, subtract, multiply, and divide using basic math operations.</li> <li>Given a list of fractions, decimals, whole numbers, and percentages, add, subtract, multiply, and divide.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Access the need for remediation in basic mathematics calculations by having each student complete a math worksheet requiring addition, subtraction, multiplication, division, fractions, decimals, whole numbers, and percentages. Evaluate the worksheets to determine where review is necessary. Base teaching strategies for this unit on the assessment of needs.</li> <li>Using foodservice related word problems, review basic mathematical calculations.</li> <li>Divide students into small groups and assign each group a set of problems requiring math calculations. Have each group work collectively to solve each problem.</li> <li>Have each student complete word problems that require math calculations.</li> <li>Invite the cafeteria foodservice manager to talk to the class about how he/she uses mathematical operations on the job.</li> <li>Have students identify examples of foodservice situations that require addition, subtraction, multiplication, and division.</li> <li>Review fractions, decimals, and rounding.</li> <li>Have students suggest situations in which numbers have to be rounded. Explain how rounding in foodservice may differ from mathematical rounding.</li> <li>Integrate a lesson with the mathematics department using foodservice-related word problems.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the group work using the Group Work Assessment Rubric located in Appendix E.</li> <li>Provide a grade on math worksheets and word problems.</li> <li>Evaluate each student with a math test.</li> </ul>

<p>2. Apply basic mathematical functions to weights and measures.</p> <ol style="list-style-type: none"> <li>Convert recipes from original yield to desired yield using conversion factors.</li> <li>Calculate recipe yields.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the need to convert recipes to increase or decrease yields. Provide examples of recipes with a yield of 50 servings that need to be converted to a yield of 100 servings. Also, provide examples of recipes with a yield of 100 that need to be reduced to 50. Explain the importance of being able to do these calculations and the impact on profit/loss and customer satisfaction.</li> <li>Divide students into pairs and have them practice making simple recipe conversions for yield.</li> <li>Identify and discuss the standard units of measure used in foodservice, as well as their equivalents. Demonstrate how to convert U.S. units of measurement to metric and metric to U.S. units.</li> <li>Have students create a chart illustrating units of measure, U.S. system, as well as their equivalents (metric).</li> <li>Have students practice converting U.S. measurements to their metric equivalent.</li> <li>Discuss increasing and decreasing recipe yield using a conversion factor.</li> <li>Have students choose a recipe and convert it to smaller and greater yields.</li> <li>Discuss, demonstrate, and review percentage yields of various produce items. Calculate edible portion (EP) vs. as purchased (AP) by dividing the edible portion amount needed by the yield percentage.</li> <li>Have the students calculate EP vs. AP.</li> <li>Integrate a lesson with the mathematics department using foodservice-related word problems.</li> <li>Discuss and demonstrate how to determine recipe cost and cost per serving for profit.</li> <li>Have students calculate recipe cost and cost per serving to determine profit, break even, selling price, etc.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the measurement chart for</li> </ul>
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	<p>accuracy.</p> <ul style="list-style-type: none"> <li>• Evaluate the conversion of yields in a recipe for accuracy.</li> <li>• Evaluate the conversion of U.S. measurements to metric measurement for accuracy.</li> <li>• Evaluate the students for accuracy in determining EP vs. AP.</li> <li>• Evaluate the students for accuracy in determining recipe cost and cost per serving.</li> <li>• Give a test on all mathematical calculations.</li> </ul>
<p>3. Apply basic mathematical functions to control food costs.</p> <ol style="list-style-type: none"> <li>a. Describe and give examples of controllable food costs, fixed costs, and variable costs related to food and labor.</li> <li>b. Given a set of numbers, calculate depreciation.</li> <li>c. Differentiate between the two categories of food purchased: perishable and nonperishable.</li> <li>d. Outline and follow basic receiving procedures.</li> <li>e. State the appropriate storage guidelines and temperatures for different perishable foods.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and provide examples of controllable food costs, fixed costs, and variable costs related to food and labor.</li> <li>• Have students create a flowchart illustrating the concept of controlling food costs through purchasing, receiving, storage, issuing, and preparation and production.</li> <li>• Provide each student with a list of costs to differentiate between fixed and variable.</li> <li>• Discuss depreciation of equipment and demonstrate how to calculate it.</li> <li>• Divide the students into small groups. Use examples of equipment in your lab and have groups calculate depreciation costs.</li> <li>• Have each student calculate depreciation costs of identified equipment.</li> <li>• Lead a class discussion on the differences between the following terms: Unit cost and total cost, perishable and nonperishable, directs and stores, perpetual inventory and physical inventory, and inter-unit transfer and intra-unit transfer.</li> <li>• Have students research to define the terms associated with cost. Have them list terms and definitions in writing.</li> <li>• Discuss how to arrive at the cost of goods sold. Provide examples for the class.</li> <li>• Divide students into small groups and have them calculate cost of goods sold using several examples.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide each student with an example and have them calculate costs of goods sold based on the example.</li> <li>• Define and discuss perpetual inventory and physical inventory. Provide examples of each and illustrate how each is maintained.</li> <li>• Divide the students into groups and using either perpetual inventory or physical inventory, have students calculate the cost of goods sold in your lab for one month.</li> <li>• Provide each student with a perpetual and a physical inventory and have the student calculate the cost of goods sold for one month.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the flowcharts based on accuracy of content and design.</li> <li>• Evaluate the list of fixed and variable costs for accuracy.</li> <li>• Evaluate each group's depreciation costs for accuracy.</li> <li>• Evaluate each student's calculations for depreciation of equipment.</li> <li>• Evaluate terms and definitions for accuracy.</li> <li>• Have groups evaluate each other's calculations of cost of goods sold for accuracy.</li> <li>• Evaluate each student for accuracy in determining the cost of goods sold.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS4: Kitchen Basics  
 1PS7: Breakfast Foods and Sandwiches  
 1PS9: Salads and Garnishes  
 1PS10: Business Math  
 1PS11: Fruits and Vegetables  
 1PS12: Controlling Foodservice Costs  
 2PS2: Potatoes and Grains  
 2PS3: The Lodging Industry  
 2PS5: Desserts and Baked Goods

- 2PS6: Marketing and the Menu  
 2PS7: Purchasing and Inventory Control  
 2PS8: Meat, Poultry, and Seafood  
 2PS9: Standard Accounting Practices  
 2PS10: Stocks, Soups, and Sauces

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.  
 A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.  
 A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.  
 A5 Utilize various formulas in problem-solving situations.  
 A8 Analyze data and apply concepts of probability.  
 E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.  
 E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.  
 E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.  
 E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.  
 E5 Complete oral and written presentations which exhibit interaction and consensus within a group.  
 E7 Discover the power and effect of language by reading and listening to selections from various literary genres.  
 E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.  
 E10 Use language and critical thinking strategies to serve as tools for learning.  
 H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).  
 WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.  
 WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.  
 WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.  
 WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.



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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T6 Technology problem-solving and decision-making tools

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**Culinary and Related Foods Technology I**  
**Unit 12: Fruits and Vegetables**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate the preparation of fruits.</p> <ol style="list-style-type: none"> <li>Identify, describe, and demonstrate the preparation of different fruits.</li> <li>List and explain the USDA quality grades for fresh fruit.</li> <li>Demonstrate the procedures for properly storing ripe fruit.</li> <li>Summarize ways to prevent fruit from spoiling too quickly.</li> <li>Match and cook fruit based on appropriate methods.</li> <li>Explain how to prevent enzymatic browning of fruit.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a class discussion on fruits. Include fruits that are not common to the area. Ask the students to identify their favorite fruits.</li> <li>Have students make a poster using pictures found in resource books, magazines, or on the Internet of unusual fruits or fruits uncommon to the area.</li> <li>Have students visit the grocery store, fruit stand, or local farmers market to identify and make a list of the types of unique fruits. Have students record the price of the fruits. Have the students compare their list and calculate what the cost would be for each student to taste the unusual fruits. Purchase the fruits or have the students divide the list and bring the fruits to class to taste. Have students record the taste and texture and whether they liked or disliked the fruit.</li> <li>Identify and discuss the USDA quality grades. Include how growing seasons affect cost.</li> <li>Assign each student a fruit. Have him/her locate quality grade information, labels, etc. on the item. Have each student present findings to the class.</li> <li>Identify, discuss, and demonstrate the proper methods of storing fruits.</li> <li>Have each student demonstrate the proper procedures for storing fruits by making a poster or PowerPoint.</li> <li>Have the students demonstrate their knowledge throughout the year by storing fruits correctly in the lab.</li> <li>Identify and discuss ways to prevent fruit from spoiling. Demonstrate methods of preserving fruits by slicing an apple into rings and dividing it evenly between two saucers. Dip the slices in one saucer into lemon juice. Leave the second saucer</li> </ul>

	<p>alone. Allow both groups of apple slices to stand uncovered for one hour.</p> <ul style="list-style-type: none"> <li>• Divide students into small groups and have each group discuss the observations and give explanations.</li> <li>• Divide the class into teams. Have the teams search through cookbooks, magazines, and newspapers for recipes that include baked whole fruit, a main dish using fruit or fruit juice, and a low calorie fruit dessert. Have each team identify the preparation and cooking time, skills, and equipment needed to prepare the recipe. Remind the students of mise en place. Have the teams cook and compare their prepared dishes.</li> <li>• Have the students write a paper answering the following: explain how to prevent enzymatic browning of fruit, summarize ways to prevent fruit from spoiling too quickly, what the buyer should look for when purchasing fresh fruit, how dried fruits should be stored after opening, what water temperature fruits should be washed in, and compare fruit drink and fruit juice.</li> <li>• Take the class to a pick fruit from an orchard or berry patch. Have the students prepare a dish using the fruit they picked.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the poster of unusual fruits using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the grocery store activity for accuracy, completeness, correct math calculations and participation in the tasting activity.</li> <li>• Evaluate the quality grades presentation using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the poster or PowerPoint using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the accuracy of storage procedures used by students throughout the year.</li> <li>• Evaluate the group discussion about the</li> </ul>
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	<p>apples using the Group Participation Assessment Rubric.</p> <ul style="list-style-type: none"> <li>• Evaluate the prepared fruit dishes using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>• Evaluate the paper using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Monitor for participation in the field trip.</li> </ul>
<p>2. Demonstrate the preparation of vegetables.</p> <ol style="list-style-type: none"> <li>a. Identify, describe, and demonstrate the preparation of different vegetables.</li> <li>b. List and explain the USDA quality grades for fresh vegetables.</li> <li>c. Demonstrate the procedures for properly storing ripe vegetables, roots, and tubers.</li> <li>d. Summarize ways to prevent vegetables from spoiling too quickly.</li> <li>e. Match and prepare vegetables according to appropriate methods.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a class discussion on vegetables. Ask the students to identify their favorite vegetables. Include vegetables that are not common to the area.</li> <li>• Have students find pictures in resource books or the Internet or design and draw a picture of a vegetable plant including the parts of the vegetable we eat. Have students label the drawing and provide two or three examples of ways to prepare and eat the vegetable.</li> <li>• Have students visit the grocery store, vegetable stand, or local farmers market to identify and make a list of unique vegetables. Have the students record the price of the vegetables. Have the students compare their list and calculate what the cost would be for each student to taste the unusual vegetable. Purchase the vegetables or have the students divide the list and bring the vegetables to class to taste. Have students record the taste, texture, and whether they liked or disliked the vegetable.</li> <li>• Divide the students into teams, assign each team one vegetable, and have them look through cookbooks, magazines, and newspapers for recipe ideas using the assigned vegetable. Have each team identify as many ways to prepare and serve the vegetable as they can. Ask the following questions of each team: “How many of these have you tried? Which ones would you like to try? Why?” Have students prepare the recipes found.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify and discuss the USDA quality grades and how growing seasons affect cost.</li> <li>• Assign each student a vegetable and have him/her locate quality grade information, labels, etc. Have each student present findings to the class.</li> <li>• Identify, discuss, and demonstrate the proper methods of storing vegetables and ways to prevent vegetables from spoiling too quickly. Slice one cucumber crosswise. Soak 1/3 of the slices in cold water, another third in water with 2 tablespoons of salt, and the remaining slices on a saucer with salt sprinkled on the slices.</li> <li>• After one hour, divide students into small groups and have each group discuss the observations of the cucumber and give explanations.</li> <li>• Have each student demonstrate the proper procedures for storing vegetables by making a poster or PowerPoint. Have the students demonstrate their knowledge through out the year by storing vegetables correctly in the lab.</li> <li>• Have students continue to demonstrate their knowledge of storing ripe vegetables, roots, and tubers in the lab throughout the year.</li> <li>• Have each student bring his/her favorite raw or cooked vegetable to class. Ask the first student a question about vegetables. If that student answers correctly, he/she gets to take a bite of his/her vegetable. Repeat the process until all subject matter has been reviewed. Keep score and give bonus points to the class or a prize to the highest scoring student.</li> <li>• Ask the class the following question: "You are babysitting a three year old and a five year old. The children keep asking you for candy. How could you encourage them to eat raw vegetables instead of candy?" Have each student write a short summary of his/her answer.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Have each student taste a raw vegetable. Ask each student to evaluate the raw vegetable based on color, shape, texture, and flavor. Begin cooking the vegetable. Then have the students evaluate the same vegetable after it has been cooking 2 minutes, 5 minutes, 10 minutes, and 20 minutes. Have the students write a short summary on the changes that took place and what these changes imply.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation in class discussions.</li> <li>• Evaluate the vegetable picture activity for accuracy.</li> <li>• Evaluate the grocery store activity for accuracy, completeness, correct math calculations, and participation in the tasting activity.</li> <li>• Evaluate the prepared vegetable dishes using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>• Evaluate the quality grades presentation using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the group discussion about the cucumbers using the Group Participation Assessment Rubric.</li> <li>• Evaluate the poster or PowerPoint using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the summary of the babysitting question for accuracy, grammar, spelling, etc.</li> <li>• Evaluate the summary of the timed cooking activity using the Written Report Assessment Rubric.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

*The National Restaurant Association's ProStart® Learning Objectives*

1PS2: Preparing and Serving Safe Food  
1PS3: Preventing Accidents and Injuries

1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS6: Nutrition  
 1PS8: Working with People  
 1PS9: Salads and Garnishes  
 1PS10: Business Math  
 1PS11: Fruits and Vegetables  
 2PS4: The Art of Service  
 2PS5: Desserts and Baked Goods  
 2PS7: Purchasing and Inventory Control

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B3 Investigate cell structures, functions, and methods of reproduction.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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**Culinary and Related Foods Technology I**  
**Unit 13: Controlling the Cost of Food**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<ol style="list-style-type: none"> <li>1. Determine the menu selling price.               <ol style="list-style-type: none"> <li>a. Explain how the menu drives cost.</li> <li>b. Explain how the menu reflects labor costs.</li> <li>c. Determine standard portion cost.</li> <li>d. Determine selling prices using the food cost percentage method.</li> <li>e. Determine selling prices using the average check method.</li> <li>f. Determine selling prices using the contribution margin method.</li> <li>g. Determine selling prices using the straight mark-up method.</li> </ol> </li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of the menu in foodservice operations. Identify the costs that influence the development of a menu. Discuss the menu as a sales tool. List and review the various causes of high food cost.</li> <li>• Divide the students into groups and assign each group a menu from a local restaurant. Have the students discuss each menu's function as a sales tool. Have students review the costs reflected in each menu. Have each group present their findings to the class.</li> <li>• Explain how the menu reflects labor costs, provide examples, and demonstrate mathematical calculations.</li> <li>• Divide the class into groups and provide a case study on labor costs. Provide specific information about costs, labor hours, etc. and have each group work together to determine labor costs.</li> <li>• Define, discuss, and demonstrate how to determine the standard portion cost based on the standard portion size. Present the formula for calculating the standard portion cost.</li> <li>• Provide worksheets and have students practice determining standard portion cost using the formula.</li> <li>• Explain how to use the food cost percentage method for pricing menu items. Present the formula for finding sales prices with this method. Apply the formula by working some examples with the class. Explain how sales prices are usually rounded.</li> <li>• Provide worksheets and have students practice determining food cost using the percentage method.</li> <li>• Discuss the average check method for determining menu prices. Demonstrate the</li> </ul>

	<p>formula for determining menu prices based on the average check method.</p> <ul style="list-style-type: none"> <li>• Provide worksheets and have students practice determining prices based on the average check method.</li> <li>• Discuss how competitors' prices influence the pricing of the menu. Define contribution margin and demonstrate how to determine selling prices using the contribution margin method.</li> <li>• Provide worksheets and have students practice determining prices based on the contribution margin method.</li> <li>• Explain how to use the straight mark-up method for pricing menu items.</li> <li>• Pair students. Ask one person in each pair to provide the other with a menu cost and a mark-up. The second person will then price the item. Have students alternate so that each partner has a chance to price at least three menu items.</li> <li>• Define forecasting and discuss its importance. Explain why foodservice managers compare actual costs to standard costs. Review the daily comparison method for examining actual costs. Define and discuss potential savings. Discuss the future of cost control.</li> <li>• Provide a case study where students have to forecast costs. Ask students to evaluate the case study and make their own predictions.</li> <li>• Invite a restaurant manager to talk to the class about how his/her operation's menu pricing is established. Ask the manager to bring in a menu and go over a few items in each category (appetizer, main dish, dessert). If the operation serves breakfast, lunch, and dinner, question the manager as to show how prices are determined for entrées in each of the categories.</li> <li>• Before the restaurant manager arrives, have the class create a mock menu. It should be a full menu. Have students price each item according to current trends and food prices. The class should discuss their</li> </ul>
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	<p>mock menu with the restaurant manager, and learn from his/her suggestions the way it's really done in the industry.</p> <ul style="list-style-type: none"> <li>• Divide students into small groups of four or five. Each group can create a "sleuth-like" name for themselves. After solving the "Cost Control Caper," one spokesperson from each group will present his or her group's findings and suggestions to the class.</li> </ul> <p><b>"Cost Control Caper" Activity:</b> The Chocolate Shack is a new fast-food restaurant that specializes in chocolate treats and also offers a few simple sandwiches. While the operation has quickly developed a reputation for serving delectable desserts and is always busy, the manager is mystified. Customers are increasing, but revenues are decreasing. In addition, some servers are complaining about the small tips. It seems that many customers are requesting that the servers add 15% gratuity to the bill. Since some servers don't have strong math skills, they are just giving the customers exact change for the bill, without adding the tip. Finally, the sandwich chef and confection chef have complained to the manager that they can't read the servers' writing on the blank sales checks and are making mistakes on the orders. As a result, some ice cream treats and sandwiches have had to be re-made. The Chocolate Shack opened the month of July with \$1,700 in its food inventory and closed with \$1,950. July purchases totaled \$8,500, and food sales for the month were \$14,400. In desperation, the manager has hired you, the Foodservice Sleuths, to help solve the mystery. What is going wrong at the Chocolate Shack?</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate each group's findings and report on the evaluation of a menu from a local restaurant using the Presentation Assessment Rubric located in Appendix</li> </ul>
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	<p>E.</p> <ul style="list-style-type: none"> <li>• Evaluate the case study on determining labor cost using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Provide an individual grade on the worksheets for determining standard portion costs, food cost using the percentage method, prices based on the average check method, and prices based on the contribution margin method.</li> <li>• Evaluate the teams for accuracy in pricing menu items.</li> <li>• Evaluate the case study on forecasting using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the mock menu prepared and priced by the class using the Group Work Assessment Rubric located in Appendix E. Monitor for participation and questions asked of the guest speaker.</li> <li>• Evaluate each group's analysis of the "Cost Control Caper" using the Group Work Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Apply mathematical procedures to revenue control.</p> <ol style="list-style-type: none"> <li>a. Calculate the average sales per customer.</li> <li>b. Calculate total sales, including tax and tip.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• List and discuss the three goals of sales control. Review the factors that customers consider when selecting a restaurant.</li> <li>• Ask each student to list the factors that they considered the last time they selected a restaurant at which to eat. Have a class discussion on the lists.</li> <li>• Discuss various standards and standard procedures that help managers control revenue. Explain the purpose of each.</li> <li>• Review the formula for calculating the average sale per customer.</li> <li>• Provide a worksheet and have students apply the formula.</li> <li>• Review the two basic ways to record sales. Provide sample blank and printed sales checks for review.</li> <li>• Have students critique the sample blank and printed sales checks and explain which they think are more efficient and</li> </ul>

	<p>why.</p> <ul style="list-style-type: none"> <li>• Explain and demonstrate how sales checks should be filled out.</li> <li>• Have each student complete printed and non-printed sales checks.</li> <li>• Review the various ways to find sales tax. Bring in a tax table and discuss how it is used.</li> <li>• Provide sample checks and have each student calculate the sales tax.</li> <li>• Review the formula for calculating the tip. Review the formula for calculating the percentage that a tip represents. Apply both formulas by working some examples with the class. Invite a server to talk to the class about his/her experiences with respect to sales checks and tips.</li> <li>• Provide sample sales checks and have students calculate the tip based on various percentages.</li> <li>• Review the formula for balancing cash registers. Apply the formula by working some examples with the class.</li> <li>• Provide a case study that requires the student to balance a cash register.</li> <li>• “May I Take Your Order, Please?” activity: Pair students. Assign one student in each pair to be the server and the other person the customer. Ask each server to take his or her order using a copy of a printed sales check (either from a restaurant or teacher-made). Servers should practice circling items, totaling checks, and adding sales tax. Customers should practice determining various tip amounts. Allow both students in each pair to act as server and customer with the printed sales check at least once. Then have each pair repeat the exercise using a blank sales check (from a restaurant or teacher-made). In this case, servers should practice writing in food items. Again, allow both students to act as server and customer at least once.</li> <li>• Take students on a field trip to a local deli or diner and have them practice being</li> </ul>
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	<p>“customers.” They should calculate the appropriate tip for their own individual meal as well as for the group.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate each student’s list of factors for accuracy.</li> <li>• Evaluate the worksheets on average sale per customer for accuracy.</li> <li>• Evaluate the critique of the blank and printed sales checks for accuracy.</li> <li>• Evaluate the printed and non-printed sales checks for accuracy.</li> <li>• Evaluate the sales tax activity for accuracy.</li> <li>• Evaluate the tip activity for accuracy.</li> <li>• Evaluate the case study on balancing a cash register using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the “May I Take Your Order, Please?” activity for accuracy in all areas.</li> <li>• Evaluate the field trip activity using the Group Participation Assessment Rubric. Evaluate the tip calculation for accuracy of mathematical calculations.</li> </ul>
<p>3. Explain and apply principles used in inventory control.</p> <ol style="list-style-type: none"> <li>a. Determine dollar value of inventory.</li> <li>b. Perform calculations to determine inventory.</li> <li>c. Determine daily and monthly food cost.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of an inventory report and how it is used. Describe the process involved in taking a physical inventory. Provide a sample physical inventory form.</li> <li>• Arrange to take the students behind-the-scenes to a local restaurant on a day when physical inventory is being taken. Have students assist in developing the inventory reports.</li> <li>• Define and discuss closing inventory. List and review the five methods for determining the value of the closing inventory.</li> <li>• Have students develop a written report comparing and contrasting the methods used to determine the value of a closing inventory.</li> <li>• Invite a foodservice manager to talk to the class about the inventory valuation</li> </ul>

	<p>method that his/her establishment uses.</p> <ul style="list-style-type: none"> <li>• If possible, use the school cafeteria to examine the valuation of closing inventory. Ask the cafeteria manager to explain to students how the closing inventory is determined, highlighting and demonstrating the method that the cafeteria uses. Also ask the manager to review the types of cost controls used in the cafeteria.</li> <li>• Have each student contact a local restaurateur to find out about the importance of closing inventory and make an oral report to the class about the type of inventory method used. Students should also ask the manager if there was ever a time when closing inventory was not done properly and what the repercussions were.</li> <li>• Discuss monthly food cost determination. Review the formula for calculating monthly food cost.</li> <li>• Apply the monthly food cost formula by having students work some examples in class.</li> <li>• Explain the importance of the monthly cost report. List and discuss the adjustments that are often made to the monthly food cost, such as account transfers, promotion expense, employee meals, and complimentary items.</li> <li>• Discuss the need to determine food cost on a daily basis. Define and discuss directs and stores. Bring in a sample receiving clerk's daily report to show students how directs are recorded and tracked. Review the formula for calculating daily food cost.</li> <li>• Have students calculate daily food cost by working some examples in class.</li> <li>• Explain how managers can monitor operations by comparing closing inventory to book inventory. Define and review the method for calculating book inventory. Discuss the significance of any differences between book inventory and</li> </ul>
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	<p>physical inventory.</p> <ul style="list-style-type: none"> <li>• Provide a case study and have students compare closing inventory to book inventory. Have each student write an analysis of the significance of any differences in the inventories.</li> <li>• Discuss the importance of calculating and monitoring inventory turnover. Review the formulas for determining average inventory and the inventory turnover rate.</li> <li>• Have students apply the formulas by working some examples in class.</li> <li>• In small groups, have students take an actual physical inventory of the items in your storeroom. Using one of the five valuation methods, have each group calculate the value of the closing inventory.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the field trip activity using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the written report on methods of determining closing inventory using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the guest speaker activity using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the oral report on closing inventory from a local restaurant using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the monthly and daily food cost reports for accuracy.</li> <li>• Evaluate the analysis of the case study on the difference between closing inventory and book inventory using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the worksheets for determining average inventory and the inventory turnover rate for accuracy.</li> <li>• Evaluate the actual physical inventory taken by each group for accuracy of listing every item and cost determination.</li> </ul>
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| <ul style="list-style-type: none"> <li>• Give a unit test.</li> </ul> |
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS1: Successful Customer Relations  
 1PS8: Working with People  
 1PS10: Business Math  
 1PS12: Controlling Foodservice Costs  
 2PS6: Marketing and the Menu  
 2PS7: Purchasing and Inventory Control  
 2PS9: Standard Accounting Practices

### *Academic Standards*

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| A1  | Recognize, classify, and use real numbers and their properties.   |
| A2  | Recognize, create, extend, and apply patterns, relations, and functions and their applications.   |
| A5  | Utilize various formulas in problem-solving situations.   |
| A8  | Analyze data and apply concepts of probability.   |
| E1  | Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.                                     |
| E2  | Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.   |
| E3  | Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.                                    |
| E4  | Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. |
| E5  | Complete oral and written presentations which exhibit interaction and consensus within a group.   |
| E6  | Explore cultural contributions to the history of the English language and its literature.   |
| E7  | Discover the power and effect of language by reading and listening to selections from various literary genres.  |
| E8  | Read, discuss, analyze, and evaluate literature from various genres and other written material.   |
| E9  | Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.   |
| E10 | Use language and critical thinking strategies to serve as tools for learning.   |
| H4  | Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).  |

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools

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**Culinary and Related Foods Technology II**  
**Unit 1: Orientation**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Review school and program policies and procedures.</p> <ol style="list-style-type: none"> <li>Discuss the school handbook and all safety procedures for classroom and building levels.</li> <li>Review program policies in the classroom and the laboratory.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Describe key school and program policies and procedures to the class (may use the school handbook and any program-specific information).</li> <li>Divide students into groups and assign each group a specific set of policies and procedures to review from the handbook/information. Have each group present their findings to the class.</li> <li>Have each group construct a poster outlining the school and program policies and procedures related to the assigned topic.</li> <li>Have each student read the school handbook, as well as any program-specific information, and write (type if technology is available) a report about what is expected in relation to school and program policies and procedures.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate each group using the Presentation Assessment Rubric located in Appendix E.</li> <li>Evaluate the poster using the Poster Assessment Rubric located in Appendix E.</li> <li>Evaluate each student's report using the Written Report Assessment Rubric located in Appendix E.</li> <li>Assess each student for mastery of policies and procedures using a written test, and file the test for documentation.</li> </ul>
<p>2. Update career/educational plans.</p> <ol style="list-style-type: none"> <li>Revise resume.</li> <li>Demonstrate effective interviewing skills.</li> <li>Discuss employer expectations.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of updating resumes. Explain to students that resumes should be kept current to reflect all educational endeavors and job related experiences.</li> <li>Have students review and revise the resumes created in year 1.</li> <li>Review interviewing skills. Emphasize</li> </ul>

	<p>preparation, manners, dress, posture, voice quality, and interview follow-up.</p> <ul style="list-style-type: none"> <li>• Have students participate in a mock interview. Videotape the interview and have students critique and analyze the good points and identify where improvements should be made.</li> <li>• Lead a class discussion of employer expectations. Include in the discussion the importance of good work habits, ethics, etc.</li> <li>• Have students read and examine case studies dealing with employee/employer problems and prepare a report assessing the problems and identifying ways to correct them.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the updated resumes using the Resume Assessment Rubric located in Appendix E.</li> <li>• Evaluate the mock interviews using the Interview Assessment Rubric located in Appendix E.</li> <li>• Evaluate the report on the case study using the Case Study Assessment Rubric and the Written Report Assessment Rubric located in Appendix E.</li> </ul>
<p>3. Demonstrate effective communication skills when dealing with customers.</p> <ol style="list-style-type: none"> <li>a. List examples of ways to respond to and resolve customer complaints.</li> <li>b. Demonstrate the skills of effective writing.</li> <li>c. Demonstrate effective listening and speaking skills.</li> <li>d. Model proper and courteous telephone skills through demonstration.</li> <li>e. State guidelines for communicating effectively during and after a crisis.</li> <li>f. List examples of innovative ways to attract and keep customers.</li> <li>g. Demonstrate successful selling techniques.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss with the students the importance of handling customer complaints appropriately and the guidelines for handling customer complaints.</li> <li>• Divide students into small groups and have students write a scenario where a complaint must be handled. Have the groups role-play the situation for the class.</li> <li>• Discuss guidelines for writing an apology letter to a customer.</li> <li>• Have students write a business letter of apology to a customer.</li> <li>• Discuss the importance of effective listening and speaking skills.</li> <li>• Have student's role-play situations where effective communication skills are important.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the importance of proper and courteous telephone skills. Identify the types of information that should be obtained when taking an order, placing a reservation, or putting customers on hold.</li> <li>• Have student's role-play proper and improper ways to answer the telephone at home and at work. Lead a class discussion comparing the two situations.</li> <li>• Have students list the types of information that should be obtained when taking a phone order or making a reservation, and how to put customers on hold. Have students role-play these skills.</li> <li>• Discuss guidelines for communicating during and after a crisis. Include the importance of listening and emphasizing, discussing the facts, never pressuring, offering help immediately, limiting what is said, following up, and informing the customer of the outcome.</li> <li>• Provide a case study of a crisis in a foodservice establishment. Have the students write a detailed report of how to handle the crisis.</li> <li>• Discuss promotions and creative advertising campaigns currently in use. Use examples from local restaurants, T.V., and radio.</li> <li>• Have students work in teams to create a promotion for a club fundraiser or event.</li> <li>• Discuss the importance of and demonstrate examples of effective selling techniques. Include using descriptive language to sell items in a restaurant.</li> <li>• Have students practice using effective selling techniques using a sample menu from a local restaurant.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the role-play using the Role-Play or Skit Assessment Rubric located in Appendix E.</li> <li>• Evaluate the letter of apology using the Business Letter Assessment Rubric located in Appendix E.</li> <li>• Evaluate the role-play activity using the</li> </ul>
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	<p>Role Play or Skit Assessment Rubric located in Appendix E.</p> <ul style="list-style-type: none"> <li>• Evaluate the crisis case study using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the promotion and selling techniques for effectiveness.</li> </ul>
<p>4. Demonstrate job retention skills.</p> <ol style="list-style-type: none"> <li>a. Discuss diversity in the workplace.</li> <li>b. Explain a job evaluation and how it relates to career advancement and pay.</li> <li>c. Model valued professional workplace characteristics.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss diversity in the classroom, workplace, and society. Brainstorm ideas to develop positive attitudes toward people.</li> <li>• Discuss a job evaluation and how it relates to career advancement and pay. Provide examples of evaluation forms from local employers. Obtain personnel policy and procedure manuals from local employers and discuss the policies and procedures that outline evaluation and promotion policies. Use a sample employee performance evaluation to explain how evaluations relate to advancement and pay.</li> <li>• Have a personnel director for a company speak to students to reinforce the importance of performance evaluations.</li> <li>• Have students develop performance evaluations for jobs in the culinary laboratory and use them to evaluate professionalism and performance in the laboratory.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the performance evaluations developed by the students for the jobs in the lab for accuracy of each task. Use the performance evaluations to evaluate each job as it is performed throughout the year.</li> <li>• Give a unit test.</li> </ul>

## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career

1PS1: Successful Customer Relations

1PS8: Working with People



1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS4: The Art of Service  
 2PS6: Marketing and the Menu  
 2PS11: Tourism and the Retail Industry  
 2PS12: Communicating with Customers

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### *Academic Standards*

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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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**Culinary and Related Foods Technology II**  
**Unit 2: Culinary History**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Research the creation of the modern restaurant.</p> <ol style="list-style-type: none"> <li>Trace the history of the foodservice industry and explain its relationship to world history.</li> <li>List famous chefs and note their major accomplishments.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss why history is important to understanding the development of the foodservice industry. Ask students to discuss how history has affected their own lives: the invention of electricity, computers, etc. Use PowerPoint presentations for class discussion and notes. Discuss the contributions made by the early Greeks to the development of the foodservice industry. Discuss the rise of the Romans and how it affected the growth of the foodservice industry. Discuss how the relationship with food and cuisine during the Middle Ages differed from the earlier Greek and Roman times. Discuss the impact Catherine de Medici had on the foodservice industry during the Renaissance. Explain how growing trade with Africa affected the evolution of cafés. Review the beginnings of guilds and the role they played in the growth of the foodservice industry. Discuss how restaurants began and the factors involved in their continued success. Explain how advancements during the Industrial Revolution and the Enlightenment inspired the continued growth of the foodservice industry. Discuss the contributions made to the foodservice industry by Carême and Escoffier.</li> <li>Have students find a Florentine recipe that traces back to Catherine de Medici. Pick one recipe to prepare in class.</li> <li>Lead a discussion on modern-day coffeehouses like Starbuck's, Caribou Coffee, and small independent coffeehouses. Compare the reasons people today visit these coffeehouses to the reasons that people in the 1600s did.</li> <li>Have the students prepare a feast from a</li> </ul>

	<p>specific time period. History class students can be in charge of authenticity, decorations, costumes, etc. Integrate this unit with a World History class.</p> <ul style="list-style-type: none"> <li>• Have students develop an outline illustrating the kitchen brigade system introduced by Escoffier to include the role of each worker in the professional kitchen.</li> <li>• Have students develop a timeline listing major events and their relevance to foodservice history. Integrate this activity with a World History class.</li> <li>• Using the Internet and working in groups, have students research a typical feast or banquet from a particular historical period. Have each group publish their menus. Some possibilities are Ancient Greece and Rome, the Middle Ages, the Renaissance, and the Enlightenment.</li> <li>• In groups, have students research the lives of one of the following well-known modern chefs and display their results in poster form. Have students that identify the experiences and qualities made these chefs so successful and enduring. Choose from the following: Paul Bocuse, the Troisgrois brothers, Julia Child, James Ward, Alice Waters, Paul Prudhomme, Wolfgang Puck, Charlie Trotter, James Beard, Martha Stewart, and Emeril Lagasse.</li> <li>• Have students pick their “favorite figure” from foodservice history and research him or her. Students should use as many sources as possible when doing their research, including books, encyclopedias, and the Internet. Some of the topics they may want to focus on are: How that “famous figure” began his/her career; his or her most significant contribution to the foodservice industry; and culinary techniques, methods, or philosophies that are still used today. Once the students have gathered their research, have them share their information with the class. It</li> </ul>
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	<p>would be fun to have students come to class dressed as the person they researched. Some suggested “famous figures” from foodservice history are Marcus Gavius Apicius, Marie-Antoine Carême, Georges Auguste Escoffier, M. Boulanger, Apicius, Nicholas Appert, Peter Durand, and Catherine de Medici.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the recipe submitted as a Florentine recipe by using the Food Preparation Assessment Rubric and the Food Evaluation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the feast by using the Food Preparation Assessment Rubric and the Food Evaluation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the outline of the kitchen brigade system for accuracy of content and period.</li> <li>• Evaluate the timeline listing major events and their relevance to food service history for accuracy and completeness.</li> <li>• Evaluate the menus from history for accuracy according to time period.</li> <li>• Evaluate the poster of a modern chef using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the research presentation using the Presentation Rubric located in Appendix E.</li> </ul>
<p>2. Explore cuisines of the world.</p> <p>a. Identify global cultures and traditions related to food.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Introduce the Tao philosophy and how it affects Chinese cooking and food preparation.</li> <li>• Have students discuss how a particular religion or philosophy has affected their own relationship with food.</li> <li>• Discuss the types of foods commonly used in Chinese cuisine.</li> <li>• Have students discuss the Chinese cuisine they’ve eaten. From what parts of China do these dishes come?</li> <li>• Discuss the factors that make Japanese cooking unique.</li> <li>• Have students research Cha-no-Yu, the</li> </ul>

	<p>Japanese tea ceremony, and present their findings to class.</p> <ul style="list-style-type: none"> <li>• Explain how trade was important to India's culinary development. Discuss the foods and spices that make India's cuisine unique. In class, if possible, prepare dishes using some staple Indian foods, like lentils, curry, and naan wheat breads.</li> <li>• Introduce the foods that form the basis of Middle Eastern cuisine. Discuss how trade affected Middle Eastern cuisine.</li> <li>• Have students prepare a meal using Middle Eastern staple foods – yogurt, eggplant, and stuffed vegetables.</li> <li>• Discuss foods that form the basis of African cuisine. Identify what these foods tell us about travel, trade, and exploration between nations. Explain how settlers from other nations affected the development of African cuisine.</li> <li>• Discuss the cuisines of the Caribbean and Latin America. Identify the foods that have become a part of North American cuisine.</li> <li>• Discuss how Latin America and the Native American Indians influenced the growth of North American cuisine.</li> <li>• Integrate this unit with a Social Studies class. Have students prepare a meal using the foods first cultivated by the Native American Indians. Social Studies class students can be in charge of authenticity, decorations, costumes, etc.</li> <li>• Discuss typical foods and cooking methods throughout the various regions of the United States.</li> <li>• Create a "Mystery Basket" with ingredients from a global cuisine discussed in this competency. Provide students with recipes and have them set up an "authentic" buffet from another part of the world.</li> <li>• Have students work in small groups and use the Internet to create a menu from one of the following cultures: China, Japan, India, Middle East, Africa, Caribbean,</li> </ul>
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	<p>Latin America, Native America. Once the students have gathered their research, have them share their information with the class. It would be fun to have students come to class dressed in the culture's traditional dress.</p> <ul style="list-style-type: none"> <li>• Have students mix together the herbs and spices commonly used in a given country or region, grind or crush them in a mortar and pestle or with the flat of the knife blade, and then smell that combination of seasonings. This provides a decent idea of the flavor components. Use any country or region desired, but prepare seasonings from several different countries to teach the diversity of seasonings used in international cookery. A few suggestions follow: Dill and caraway seeds for Russia; curry, turmeric, ginger, and fenugreek, coriander, and/or cardamom for India; cumin with minced cilantro and ground chili peppers for Mexico; basil, parsley, garlic, oregano, and rosemary for Italy; jerk seasoning for Jamaica. Mix the seasonings into some cooked lentils or beans and have the student taste the result. The bland beans will absorb the seasonings and give the student an excellent idea of the flavor profile for each country.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the discussion on religion or philosophy using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the Chinese discussion using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the Japanese tea ceremony presentation using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the meal prepared using Middle Eastern staple foods activity using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric</li> </ul>
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	<p>located in Appendix E.</p> <ul style="list-style-type: none"> <li>• Evaluate the “authentic” buffet using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>• Evaluate the menu from a specific culture using the Group Work Assessment Rubric located in Appendix E.</li> <li>• Monitor for participation in the spice activity using the Group Work Assessment Rubric located in Appendix E.</li> </ul>
<p>3. Explore the history of foodservice in the United States.</p> <ol style="list-style-type: none"> <li>a. Outline the growth of foodservice throughout the history of the United States.</li> <li>b. List historical entrepreneurs who influenced foodservice in the United States.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss how the popularity of chain restaurants has drastically increased over the last ten to twenty years.</li> <li>• Have students work in small groups and use the Internet to research the chain’s development, what their biggest challenges have been, and what these chains need to do to remain successful into the future. Have students present their research to the class. Have students choose from some of the most well-known chain restaurants including McDonald’s, Wendy’s, Hardee’s, Burger King, and Taco Bell.</li> <li>• Explain the growth of foodservice from colonial times to the California Gold Rush of 1849. Describe the major technological advancement that occurred after the Civil War and its effect on the foodservice industry.</li> <li>• Have students discuss how other technological advancements have affected the foodservice industry, like motor travel, airline travel, computers, etc.</li> <li>• Discuss the major developments in foodservice that occurred in the late 1800s. Identify the changes that took place in the foodservice industry in the early 1900s.</li> <li>• Ask students to discuss how eating venues have accommodated our increasingly busy culture.</li> <li>• Discuss the development of fast-food</li> </ul>

	<p>restaurants from the 1930s to the 1950s.</p> <ul style="list-style-type: none"> <li>• Describe what makes the restaurants unique and how that type of restaurant has become one of the best in the country.</li> <li>• Have students complete the “It’s All in The Name” activity. Have students research one of the following famous restaurants: 21 Club (New York City), Delmonico’s (New York City), Tavern on the Green (New York City), Spiaggia (Chicago), Spago (Los Angeles), Ambria (Chicago). Have students present their research to the class in poster form or in a PowerPoint presentation.</li> <li>• Integrate this unit with an American History class. Have the classes work together to develop reports on the relationship between important events in American history and their relationship to American foodservice, such as California gold rush and cafeterias, transcontinental railroad and The Harvey House, and the Industrial Revolution and lunch service restaurants.</li> <li>• Have the class develop a foodservice chain for the year 2075. Have students answer the following questions: “How will social and economic changes in this country affect the growth of chain restaurants? Do they think there will be more quick-service operations in business?”</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the research on a famous chain restaurant using the Group Work Assessment Rubric and the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the group discussion using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the presentation on one of the famous restaurants using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the reports written with history</li> </ul>
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	<p>class using the Written Report Assessment Rubric located in Appendix E.</p> <ul style="list-style-type: none"> <li>Evaluate the development of the chain using the Group Work Assessment Rubric located in Appendix E.</li> </ul>
<p>4. Investigate the future of foodservice.</p> <ol style="list-style-type: none"> <li>List current trends in society and explain how they influence the foodservice industry.</li> <li>Categorize and differentiate among the segments of the foodservice industry.</li> <li>Investigate and draw conclusions on the impact of future economic, technological, and social changes in the foodservice industry.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the current trends that exist in our culture and how these trends affect the foodservice industry. Ask students to discuss current trends in society and how they affect their own lives. Identify the kinds of changes they make to follow these trends and what the trends tell us about our culture.</li> <li>Integrate this activity with your AEST (formerly Ag Science) class. Have students prepare reports on the contribution of innovative farming methods and their relationship to the foodservice industry. Topics for research should include aquaculture, organic farming, hydroponics farming, and genetic engineering. Have students present their findings to the class in poster form or as a PowerPoint presentation.</li> <li>Outline and discuss the two major divisions of the foodservice industry.</li> <li>Discuss the importance of customer service and hospitality to a successful foodservice operation.</li> <li>Explain the skills that foodservice employees will need in the 21<sup>st</sup> century. Discuss what skills students think are the most important, and what skills they think would be the most difficult to learn. Ask students how they think these qualities could be relevant in other careers.</li> <li>Have students complete the “Trend Setters” activity. Have students examine how various trends have affected the foodservice industry today. They should focus on the following trends: Women in the workplace, time-saving meals, single adults, health and nutrition, and growing technology. Students should discuss</li> </ul>

	<p>specific restaurants and what they have done to accommodate these trends.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the reports made with the AEST class using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the class discussion on skills required of future food service employees using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the trend setter's activity using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS2: Preparing and Serving Safe Food  
 1PS3: Preventing Accidents and Injuries  
 1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS6: Nutrition  
 1PS8: Working with People  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS1: The History of Foodservice  
 2PS4: The Art of Service  
 2PS12: Communicating with Customers

### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

### **SUGGESTED REFERENCES**

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**Culinary and Related Foods Technology II**  
**Unit 3: Potatoes and Grains**

**(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Select and store potatoes, grains, legumes, and pasta.</p> <ol style="list-style-type: none"> <li>Outline methods to select, receive, and store potatoes and grains.</li> <li>Distinguish between different types of wheat.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the various types of potatoes and their characteristics. Discuss how to properly store potatoes. Bring to class different types of potatoes. Have students identify them, and note their similarities and differences.</li> <li>Have students research different varieties of potatoes to answer the following questions: “How many varieties exist? What are the characteristics of some of the varieties? How were new potatoes first discovered and cultivated? What is the potato capital of the United States? How was the potato involved in the 1992 presidential election?”</li> <li>Discuss potato safety to include exposure to light, washing, trimming, and bacterial growth.</li> <li>Discuss the various types of grains and starches. Discuss how some popular grains are used. Discuss other types of flour and grains that are becoming more commonly used today, such as oat bran, bran, rice, etc.</li> <li>Ask students to research healthful recipes that use flour such as bran, rice, or whole wheat and present their recipes to the class.</li> <li>Discuss how to properly store grains.</li> <li>Discuss the various types of legumes. If possible, obtain as many different varieties of legumes as are locally available. Ask students which types of dried legumes they have eaten and which varieties they may not have seen before but would like to try. Use their answers to determine which recipes to prepare in this unit.</li> <li>Discuss how to store legumes. Discuss legume safety to include shelf life and what to discard when washing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the types of dried pasta and noodles. If possible, obtain as many different types of dried pasta as possible to show in class. Ask students which shapes they are most familiar with and which varieties they may not have seen before. Ask students to suggest some creative ways to use some of the different shapes. Discuss with students how to properly store pasta to include dry storage guidelines and FIFO.</li> <li>• Have students bring or provide for them a recipe for potatoes they can prepare in this unit.</li> <li>• Integrate this activity with a history class. The history class will present a brief history of the potato to the culinary arts class. Divide the culinary arts class into four groups. Each group is to devise and prepare a recipe for potato salad using a minimum of 12 ingredients. The class and instructor should then select the best recipe. The history class and the culinary arts class can sample the winning potato salad.</li> <li>• Integrate this activity with a science class. Science classes can demonstrate the electric conductive properties of the potato.</li> <li>• Integrate this activity with a biology class. Biology classes can describe the properties of the potato and other tubers.</li> <li>• Integrate this activity with an English class. The English class can write “Ode to the Potato” poems and present the five best poems.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the answers to questions about the varieties of potatoes using the Checklist for Potatoes located in Appendix E.</li> <li>• Evaluate the recipes presented to the class using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the food prep activities using the Food Preparation Assessment Rubric and</li> </ul>
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	<p>the Prepared Food Evaluation Rubric located in Appendix E.</p> <ul style="list-style-type: none"> <li>Analyze the recipes submitted for nutritional content.</li> <li>Evaluate the integration activities for student participation and outcomes.</li> <li>Award extra points to the students with the best poems.</li> </ul>
<p>2. Prepare potatoes.</p> <ol style="list-style-type: none"> <li>Identify and describe various types of potatoes.</li> <li>Using a variety of recipes and cooking techniques, prepare potatoes.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss ways to prepare potatoes.</li> <li>Ask students to match recipes with cooking methods discussed in class.</li> <li>Bring various varieties of potatoes to class. Discuss the different kinds of potatoes and their unique characteristics.</li> <li>Discuss the concept of single-stage and multiple-stage cooking techniques. Have students match recipes with each technique.</li> <li>Discuss and demonstrate procedures for boiling potatoes.</li> <li>Have students practice boiling potatoes.</li> <li>Discuss and demonstrate procedures for steaming potatoes.</li> <li>Have students practice steaming potatoes.</li> <li>Discuss the procedures for baking potatoes. Demonstrate baking potatoes with and without foil. Have students discuss the differences in the way the potato cooks.</li> <li>Discuss the procedures for baking potatoes en casserole. Ask students to think about healthy substitutes for some of the ingredients used when cooking potatoes en casserole. Modify a recipe to make it lower in fat.</li> <li>Discuss the procedures for sautéing potatoes. Demonstrate and practice sautéing potatoes. Have students suggest additional ingredients to add flavor to sautéed potatoes.</li> <li>Have students research and present an ethnic or traditional potato recipe. Vote to decide which recipes to prepare.</li> <li>Discuss and demonstrate the procedures for deep-frying potatoes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have students practice deep-frying potatoes.</li> <li>• Discuss and demonstrate the procedures for puréeing, whipping, and mashing potatoes.</li> <li>• Have students practice puréeing, whipping, and mashing potatoes.</li> <li>• Have students bring in their Thanksgiving Day potato recipe. Have students pick their favorite and prepare it as a class.</li> <li>• Discuss and demonstrate how to retain nutrients and prevent discoloring when preparing potatoes.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the matching exercises for accuracy.</li> <li>• Evaluate students' demonstrations of procedures for boiling, steaming, baking, sautéing, deep-frying, pureeing, whipping, and mashing potatoes using the Checklist for Potato Preparation located in Appendix E.</li> </ul>
<p>3. Cook legumes and grains.</p> <ol style="list-style-type: none"> <li>a. Identify and describe the different types of grains and legumes.</li> <li>b. Using a variety of recipes and cooking techniques, prepare grains and legumes.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Display a variety of grains and legumes. Discuss why grains and legumes must be cooked. Discuss and demonstrate the procedures for rinsing grains and legumes.</li> <li>• Have students practice rinsing grains and legumes.</li> <li>• Discuss and demonstrate the procedures for soaking and cooking dried legumes. Soak dried legumes in class. Have students discuss what happens to legumes as they are soaked for different periods of time.</li> <li>• Have students practice preparing legumes.</li> <li>• Discuss and demonstrate procedures for steaming grains.</li> <li>• Have students practice steaming grains.</li> <li>• Ask students to prepare their own grain recipes. Have students pick their favorite recipe and prepare it for the class.</li> <li>• Discuss and demonstrate the procedures for making a pilaf. Ask students to research from which part of the world</li> </ul>

	<p>pilaf originates and identify the herbs, spices, and seasonings that work well with pilaf.</p> <ul style="list-style-type: none"> <li>• Have students prepare pilaf in class using students' suggestions for additional spices and flavorings.</li> <li>• Discuss and demonstrate the procedures for making risotto.</li> <li>• Have students practice making risotto. Ask students to suggest variations of the risotto recipe.</li> <li>• Have students research and present a region of the world and a grain or legume dish served there. Find a recipe for the dish and prepare the recipe for class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student's procedures in preparing grains and legumes using the Checklist for Grains and Legumes located in Appendix E.</li> <li>• Evaluate the prepared grains and legumes using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>• Evaluate the presentation using the Presentation Assessment Rubric located in Appendix E.</li> </ul>
<p>4. Cook pasta and dumplings.</p> <ol style="list-style-type: none"> <li>Identify and describe various types of pasta.</li> <li>Using a variety of recipes and cooking techniques, prepare pasta.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Bring in a variety of pastas. Have a classroom discussion on the importance of matching the shape and flavor of the pasta with the right sauce.</li> <li>• Discuss various pasta and dumplings. Ask students to name their favorite types of pasta and dumplings. Discuss the basic ingredients of pasta and dumpling dough. Discuss the advantages and disadvantages of dried and fresh pasta. Discuss how to make basic pasta dough. Discuss variations in pasta dough. Review sanitation procedures to be followed when working with dough and batter.</li> <li>• Have students practice making fresh pasta.</li> <li>• Have students observe the cooking times for fresh pasta vs. dried pasta. Discuss</li> </ul>

	<p>storage procedures for both types of pasta.</p> <ul style="list-style-type: none"> <li>• As a class, create a pasta buffet, using fresh and commercial dried pasta dishes. Match the shape, type, and flavor of the pastas to the sauces used.</li> <li>• Discuss and demonstrate the procedures to cook dumplings.</li> <li>• Have students practice cooking dumplings.</li> <li>• Ask students to research different types of dumplings used in ethnic cuisines. Students may improvise a dumpling recipe by using a different filling, etc. Have students prepare their recipes for the class.</li> <li>• If possible, invite a guest chef to class to talk about the versatility of cooking with pasta. Have the guest sample the class creations.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students' procedures in preparing pasta and dumplings using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS2: Preparing and Serving Safe Food  
 1PS3: Preventing Accidents and Injuries  
 1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS6: Nutrition  
 1PS8: Working with People  
 1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS2: Potatoes and Grains  
 2PS5: Desserts and Baked Goods  
 2PS10: Stocks, Soups, and Sauces

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*Academic Standards*


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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T5 Technology research tools

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**Culinary and Related Foods Technology II**  
**Unit 4: Advanced Customer Service**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate various types of service.</p> <ol style="list-style-type: none"> <li>Demonstrate the similarities and differences among American, French, English, Russian, and self-service styles.</li> <li>Describe and demonstrate tableside preparations such as carving meats and slicing desserts.</li> <li>Describe traditional service staff, and list the duties and responsibilities of each.</li> <li>Identify various server tools and the correct way to stock a service station.</li> <li>Dramatize ways of describing and recommending menu items to guest.</li> <li>Dramatize ways of effectively resolving customer complaints.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the specific traits of the American, French, English, Russian and self-service styles.</li> <li>Have students draw 5 circle maps to compare and contrast all of the styles and write a short paper using the facts in the circle maps.</li> <li>Divide the class into 5 teams. Assign each team a style to design a skit to be presented to the class. The class will analyze each skit and dissect each step that makes the skit that particular country's service style.</li> <li>After reading the textbook, have the students discuss and chart on paper the traditional service staff.</li> <li>Have students play a game of charades where they act out a specific job duty and the class guesses the name of the service staff.</li> <li>Have students identify server tools by displaying a tool and allowing the students to identify the name of the tool. The first student to identify the tool gets one point.</li> <li>After the students have read the textbook, have the class divide into teams and draw a chart of a service station. Have the team label what goes in the service station. Have the teams discuss why each item is placed where it is. The best team will direct the other classmates when stocking the service station.</li> <li>Show a video on suggestive selling and have a classroom discussion.</li> <li>Divide the students into teams of 3-4. One person should be the server and will demonstrate suggestive selling to the customer teammates as the class critiques the demonstration. Have the class make suggestions of ways to correct weaknesses</li> </ul>

	<p>and applaud for those who do well.</p> <ul style="list-style-type: none"> <li>• Write customer problem scenarios on a slip of paper. Call students at random from the class to pull a scenario and correctly demonstrate how an employee should handle the problem.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the circle maps and the paper using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the skit using the Role-Play or Skit Assessment Rubric located in Appendix E.</li> <li>• Evaluate the chart of traditional service staff using the Checklist for Service Staff located in Appendix E.</li> <li>• Provide extra points for the identification of staff game.</li> <li>• Provide extra points for the identification of server tools game.</li> <li>• Evaluate the chart of the service station for accuracy. Use the Group Work Assessment Rubric located in Appendix E to evaluate participation in the activities.</li> <li>• Evaluate the suggestive selling activity using the Group Work Assessment Rubric located in Appendix E.</li> <li>• Evaluate the analysis of the scenario on solving customer problems for accuracy.</li> </ul>
<p>2. Demonstrate personal dining etiquette.</p> <ol style="list-style-type: none"> <li>a. Identify the various types of dining utensils.</li> <li>b. Demonstrate setting and clearing items properly.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a discussion on dining utensils. Ask students to identify the different types of dishes and flatware used in the area restraints. Discuss each of the various types of dining utensils, identify it, and describe its purpose.</li> <li>• Display each dining utensil and have the students identify it. Have students practice until they feel confident that they know the names.</li> <li>• Display a variety of all types of dining utensils and have the students classify each utensil as flatware, serving ware, glassware, etc. and recite the purpose of the utensil.</li> <li>• After viewing a demonstration or video</li> </ul>



	<p>on table setting, have the students set several different types of covers.</p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate which covers are to be set based on various menus. For example: soup and sandwich with a glass of milk and Russian dessert placement for pie à la mode.</li> <li>• Specify a menu and have the students set the correct cover at their seats using the lab dishes.</li> <li>• Discuss and demonstrate the correct placement of each utensil in a cover.</li> <li>• Have the students set a cover properly.</li> <li>• Discuss and demonstrate how to serve customers and remove soiled dishes correctly.</li> <li>• Have the students demonstrate how to serve customers and remove soiled dishes correctly.</li> <li>• Have the students view a video on napkin folding. Pause the video and have the students fold the napkins as you go.</li> <li>• Assign each student to demonstrate five napkin folds to a parent and three to a teacher. The parent and teacher should send a signed note stating which napkins folds were shown. For extra credit, have the students instruct teachers on how to fold napkins.</li> <li>• Give each student a slip of paper. Have the student write a review question on the paper. Collect the papers and put in a bowl. Have students draw and answer the question they receive. Extra bonus or homework points can be earned for answering correctly.</li> <li>• To review, make up a list of questions based on the information taught in the unit and have the students play Jenga type blocks. Divide the class into the number of teams that you have Jenga type blocks sets. Appoint one team captain and one score keeper. Have the team captain ask a person a question, and if he/she can answer correctly, have him/her pull one of the blocks. The score keeper should mark</li> </ul>
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	<p>a correct answer. The team left standing when the Jenga type blocks fall wins an additional 5 or 10 bonus points.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Provide extra points for the identification activities.</li> <li>• Evaluate setting covers for accuracy.</li> <li>• Evaluate serving and cleaning activity for accuracy.</li> <li>• Evaluate the students on the napkin folding activities for accuracy.</li> <li>• Provide extra points for correct answers to review questions.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS1: Successful Customer Relations  
 1PS2: Preparing and Serving Safe Food  
 1PS3: Preventing Accidents and Injuries  
 1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS8: Working with People  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS4: The Art of Service  
 2PS11: Tourism and the Retail Industry  
 2PS12: Communicating with Customers

### *Academic Standards*

A1 Recognize, classify, and use real numbers and their properties.  
 A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.  
 A5 Utilize various formulas in problem-solving situations.  
 A8 Analyze data and apply concepts of probability.  
 B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.  
 E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.  
 E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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**Culinary and Related Foods Technology II**  
**Unit 5: Desserts and Baked Goods**

**(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate the preparation of breads.</p> <ol style="list-style-type: none"> <li>Describe the function of common ingredients in baking.</li> <li>Identify yeast breads.</li> <li>Identify quick breads.</li> <li>Prepare quick breads and yeast breads.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and identify the function of common ingredients in baking. Include flour, sugar, salt, yeast, eggs, etc. in the list.</li> <li>Have students develop a list of common ingredients and terms used in baking and provide a definition of each to include the function.</li> <li>Discuss and identify yeast breads and terms associated with the preparation of yeast breads. Demonstrate preparation techniques for yeast breads.</li> <li>Have students develop a list of common yeast breads and locate recipes for each.</li> <li>Divide the students into teams and assign each team a yeast bread recipe. Have the team prepare the recipe in the lab and then evaluate the finished product.</li> <li>Discuss and identify quick breads and terms associated with the preparation of quick breads. Demonstrate the preparation of quick breads.</li> <li>Have students develop a list of common quick breads and locate recipes for each.</li> <li>Divide the students into teams and assign each team a quick bread recipe. Have the team prepare the recipe in the lab and then evaluate the finished product.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the list of ingredients/terms for yeast breads and their purposes using the Checklist of Baking Ingredients located in Appendix E.</li> <li>Evaluate the list of ingredients/terms for yeast breads and their purposes for accuracy.</li> <li>Evaluate the prepared yeast breads using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>Evaluate the list of ingredients/terms for</li> </ul>

	<p>quick breads and their purposes for accuracy.</p> <ul style="list-style-type: none"> <li>Evaluate the prepared quick breads using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Demonstrate the preparation of baked goods.</p> <ol style="list-style-type: none"> <li>Discuss the preparation of cakes.</li> <li>Discuss the preparation of cookies.</li> <li>Discuss the preparation of pies.</li> <li>Discuss the preparation of other desserts.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate the preparation techniques used in preparing cakes, cookies, pies, and other desserts. Identify terms associated with the preparation of dessert items.</li> <li>Have students develop a list of common ingredients and terms used in the preparation of desserts and provide a definition of each to include the function.</li> <li>Have each student collect a recipe for a cake, a cookie, a pie, and another dessert.</li> <li>Divide the students into teams and assign each team a recipe for a cake, cookie, pie, or other dessert. Have the team prepare the recipe in the lab and then evaluate the finished product.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the list of ingredients/terms used in the preparation of desserts and their purposes for accuracy.</li> <li>Evaluate the prepared desserts using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>Give a unit test.</li> </ul>

## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS2: Preparing and Serving Safe Food  
 1PS3: Preventing Accidents and Injuries  
 1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS6: Nutrition  
 1PS8: Working with People  
 1PS9: Salads and Garnishes  
 1PS12: Controlling Foodservice Costs  
 2PS5: Desserts and Baked Goods

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*Academic Standards*


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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T3 Technology productivity tools

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**Secondary Culinary and Related Foods Technology**


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- American Culinary Federation. *The national culinary review*. Retrieved September 13, 2005, from <http://www.acfchefs.org/pubs/ncr.html>
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**Culinary and Related Foods Technology II**  
**Unit 6: Culinary Marketing**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Apply marketing principles to food service.</p> <ol style="list-style-type: none"> <li>Define marketing.</li> <li>Describe market segmentation using demographics.</li> <li>Differentiate between a restaurant promotion and public relations.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Define and discuss marketing as it relates to the food service industry. Review the definition of service and define marketing as the plan of how to find the right customers and sell them your product or service. Define the market as your customers. Provide examples of marketing that has occurred in the school setting.</li> <li>Divide students into groups and have them identify and discuss forms of marketing that they have witnessed on the television, radio, magazines, stores, restaurants, etc.</li> <li>Discuss and define market segmentation as the identification of small groups of people with similarities. To segment the market is to identify specific information about the customer. This information provides you greater detail of their wants and needs. The detailed information is known as demographics.</li> <li>Provide a case study of an individual or group of people and have the students identify their demographics. For example, if the case study is about a group of teenagers who attend your school, what might their wants and needs be.</li> <li>Have the students identify and collect local market information to be used to design a marketing plan for the school café or catering service. Have the students consider the product-service mix, marketing mix, and market trends when planning.</li> <li>Define and discuss forecasting as it relates to marketing and food service. Forecasting is estimating, before production, what the sales will be. Provide an example of forecasting to the students based on sales history.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a case study of a restaurant scenario and include sales history. Have each student forecast sales based on history.</li> <li>• Discuss the difference between a restaurant promotion and public relations. Identify public relations campaigns from current events. Discuss negative and positive public relations.</li> <li>• Have the students write a short paper in which they will define public relations and give specific examples of how positive and negative public relations will affect business.</li> <li>• Divide the students into teams to design a promotion for their restaurant or catering service. Have the teams swap promotions and critique each other's work.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the group activities using the Group Work Assessment Rubric and the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the case study exercise using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the local market information and the marketing plan for accuracy of content.</li> <li>• Evaluate the forecasting activity using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the paper on public relations using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the promotion design activity using the Group Work Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Develop a menu.</p> <ol style="list-style-type: none"> <li>a. Define á la carte, table d'hôte, California menu, du jour, and cycle menus.</li> <li>b. Organize the information on a menu.</li> <li>c. Write and lay out a menu.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Define, differentiate, and discuss á la carte, table d'hôte, California, du jour, and cycle menus. Either locate paper carry out examples from restaurants or write examples of á la carte, table d'hôte, California, du jour, and cycle menus.</li> <li>• Assign partners and have each team</li> </ul>

	<p>design a menu for a café or a catering menu to be used as a sales technique and shown to customers.</p> <ul style="list-style-type: none"> <li>• Divide students into teams and have them create and present a rap, song, poem or skit about the different types of menus.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the menu design activity for creativity and accuracy.</li> <li>• Evaluate the rap, song, poem, or skit activity using the Group Work Assessment Rubric and the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS1: Successful Customer Relations  
 1PS8: Working with People  
 1PS10: Business Math  
 1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS6: Marketing and the Menu  
 2PS7: Purchasing and Inventory Control  
 2PS11: Tourism and the Retail Industry  
 2PS12: Communicating with Customers

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

## Secondary Culinary and Related Foods Technology

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**Culinary and Related Foods Technology II**  
**Unit 7: Purchasing and Inventory**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Define the purchasing process.</p> <ol style="list-style-type: none"> <li>Explain the relationship between primary and intermediary sources and retailer.</li> <li>Explain the difference between formal and informal purchasing process.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Explain the process of purchasing in food service. Discuss the main people involved in the purchasing relationship from the field/ranch to the restaurant. Discuss differences in the buyer's roles depending on the size and type of foodservice operation. Discuss the main differences between formal and informal purchasing methods.</li> <li>Display two similar food items that were bought for different prices at two stores. Explore various reasons for the stores' different prices.</li> <li>Have students name actual restaurants that fit the three main types of foodservice operations.</li> <li>Have students name several different food items, and develop their understanding of distribution by charting the path of these items as they move from the field/ranch to a restaurant.</li> <li>Have students create a mini-poster to illustrate the channel of distribution for a particular food item.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the charting activity for accuracy.</li> <li>Evaluate the poster using the Poster Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Develop standard ordering procedures.</p> <ol style="list-style-type: none"> <li>Develop a specification list for items based on inventory information.</li> <li>Write purchase orders for items to be purchased.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of specifications in buying goods and services. Discuss why fresh produce has become an important feature on many restaurant menus over the past 20 years.</li> <li>Discuss with students federal grading and inspection procedures. Highlight the differences in terminology between different foods that are federally graded. Discuss with students packers' brands.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss with students the essential parts of a purchase order.</li> <li>• Divide students into small groups. Have students pretend they are the buyers for a local pizzeria. They need to purchase goods to make their world famous pizza pie. The “suppliers” for this activity will be two or three local grocery stores in their area. Students will develop a specification list of key pizza ingredients.</li> <li>• Bring in a sample purchase order. Have students write a purchase order for three of the items on their specification sheets, using imaginary names for “suppliers.”</li> <li>• Invite your school district’s cafeteria supervisor to discuss specifications and purchase orders.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the specification list of ingredients for pizza for accuracy of items to be ordered and quantities to be ordered.</li> <li>• Evaluate the purchase orders for accuracy and completeness using the Checklist for Purchase Orders located in Appendix E.</li> </ul>
<p>3. Discuss the decisions to be made when purchasing.</p> <ol style="list-style-type: none"> <li>a. Explain how production records influence purchasing decisions.</li> <li>b. List the criteria for selecting appropriate suppliers.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss with students why buyers want to make sure they buy the right amount of goods and services. Discuss the major factors that buyers need to consider before making a purchase.</li> <li>• Discuss how important effective forecasting is in relation to purchasing.</li> <li>• Have students to predict how much money each one of them will spend on movies/videos and snacks for a six-month period. Point out some of the difficulties in arriving in accurate numbers.</li> <li>• Discuss the importance of production sheets, daily food cost sheets, and sales mix records are in forecasting for purchasing. Explain how these tools help buyers better understand what their buying needs are.</li> <li>• Provide students with examples of production sheets, daily food cost sheets,</li> </ul>

	<p>and sales mix records and have them forecast items and quantities needed for service.</p> <ul style="list-style-type: none"> <li>• Discuss with students how to evaluate suppliers on the basis of three main factors: product quality, supplier services, and price. Discuss the various services that a supplier might offer a foodservice buyer.</li> <li>• Have students develop a simple food purchasing example to illustrate how the relationship between AP price, yield, and EP cost provides buyers with the optimal price.</li> <li>• Discuss how a make-or-buy analysis is calculated.</li> <li>• Have students work through a hypothetical make-or-buy example, using information that they've encountered at their worksite.</li> <li>• Have students discuss why a make-or-buy analysis is an important way to reduce AP price.</li> <li>• Discuss what is meant by convenience food.</li> <li>• Have students list several ways that convenience foods can help a foodservice operation run more profitably.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the forecasting activity for accuracy based on records provided.</li> <li>• Evaluate the purchasing example about AP price, yield, and EP cost for accuracy.</li> <li>• Evaluate the hypothetical make-or-buy example using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the discussion on make-or-buy and AP price using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the list of ways that convenience foods can help a food service operation for accuracy.</li> </ul>
<p>4. Discuss the procedures for receiving, storing, and issuing foods and supplies.</p> <p>a. List proper receiving procedures.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Review proper receiving procedures and discuss why proper receiving and storage</li> </ul>



<p>b. Discuss the proper storage procedures for foods and beverages.</p> <p>c. Differentiate between the periodic order and perpetual inventory methods.</p>	<p>procedures are vital to a business's success.</p> <ul style="list-style-type: none"> <li>• Divide students into groups and have them describe receiving procedures they've seen or performed at their worksite.</li> <li>• Provide a sample invoice and discuss what it is and what it should be used for during a delivery.</li> <li>• Discuss with students what a receiver should look for when a delivery comes in.</li> <li>• Have students write a short paragraph to identify signs of spoilage for a variety of fresh, frozen, canned, and processed foods. Have students explain what they should do if the delivery is different from the invoice.</li> <li>• Review and discuss the importance of various storage techniques and the concept of humidity and its importance in preserving fresh foods.</li> <li>• Discuss the importance of keeping accurate inventory records. Discuss and provide examples of the two main types of inventory record keeping – periodic order method and perpetual inventory method.</li> <li>• Discuss how par stock figures can be used when placing a weekly order.</li> <li>• Provide examples and have students work through several par stock calculations. Have students to identify two things that can change a par stock figure.</li> <li>• Discuss a product's reorder point.</li> <li>• Have students work through several calculations that use both a reorder point and a par stock figure. Ask students to explain why this formula is better than the simple par stock calculations when ordering doesn't occur on a regular basis.</li> <li>• Discuss the concept of issuing.</li> <li>• Have students write a short paragraph explaining why issuing is an important part of the inventory process and how it can be used to minimize pilfering.</li> <li>• Review FIFO and how the FIFO</li> </ul>
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	<p>procedure minimizes spoilage.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the group discussion on purchasing procedures using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the paragraph on identifying food spoilage using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the par stock examples for accuracy.</li> <li>• Evaluate the paragraph on issuing using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS10: Business Math  
 1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS7: Purchasing and Inventory Control  
 2PS9: Standard Accounting Practices

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**Culinary and Related Foods Technology II**  
**Unit 8: Meat, Poultry, and Seafood**

**(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Prepare a quality meat product.</p> <ol style="list-style-type: none"> <li>Describe various kinds of meat.</li> <li>Outline the federal grading systems for meat.</li> <li>Match various cooking methods with various forms of meat.</li> <li>Demonstrate proper procedure for purchasing, storing, and preparing meat.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a class discussion about meats. Identify the various kinds of meat to include beef, veal, lamb, mutton, and pork. Explain that although meat is one of the most expensive menu items, the consumption of meat is rising. It is also one of the most profitable menu items.</li> <li>Discuss the importance of the inspection of meats for consumption and identify the USDA's role in meat inspection and grading. Define quality grades and yield grades. Refer to the USDA Institutional Meat Purchasing Specifications (IMPS) that describes the different cuts of meat used in food service. Illustrate how this tool can be used when purchasing meat.</li> <li>Divide the class into 4 groups. Assign each group a kind of meat (beef, veal, lamb, pork). Have each group outline the grading system for their assigned meat by using the Internet, textbook, or other resource materials.</li> <li>Have students make posters to display a diagram of the parts of the animal and to discuss the primal and retail cuts of beef, pork, veal, and lamb.</li> <li>Discuss cooking methods for different cuts of meat to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking meats with fats and oils and how to determine doneness.</li> <li>Review ServSafe<sup>®</sup> guidelines regarding how to check for freshness of meats, as well as guidelines for storing and preparing meats.</li> <li>Have students use magazines, cookbooks, Internet, or computer programs to collect recipes which use various cooking methods for various cuts of meat. Divide</li> </ul>

	<p>students into groups of 3-4 per group. Have each group prepare and critique a meat dish.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the outline of the grading system for accuracy.</li> <li>• Evaluate the posters using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the dish using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Prepare a quality poultry product.</p> <ol style="list-style-type: none"> <li>a. Describe various kinds of poultry.</li> <li>b. Outline the federal grading systems for poultry.</li> <li>c. Match various cooking methods with various forms of poultry.</li> <li>d. Demonstrate proper procedures for purchasing, storing, and preparing poultry.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a class discussion about poultry. Identify the different types of poultry to include chicken, duck, goose, guinea, squab, and turkey.</li> <li>• Explain and discuss the grading of poultry. Discuss the importance of the inspection of poultry and identify the three USDA quality grades for poultry. Discuss the factors that determine grades of poultry.</li> <li>• Divide the class into 4 groups. Assign each group a kind of poultry. Have each group outline the grading system for their assigned poultry by using the Internet, textbook, or other resource materials.</li> <li>• Discuss cooking methods for different kinds of poultry to include the dry heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking poultry with fats and oils and how to determine doneness.</li> <li>• Review ServSafe<sup>®</sup> guidelines regarding how to check for freshness of poultry, as well as guidelines for storing and preparing poultry.</li> <li>• Have each student bring his/her favorite poultry recipe to class. Allow students to share their recipes with the class. As the recipes are shared, have students discuss the type or types of poultry and cooking methods that can be used to prepare that</li> </ul>

	<p>recipe.</p> <ul style="list-style-type: none"> <li>• Have students recall information from the food safety unit to discuss the proper storage of poultry. Explain how quality and grade affect purchasing decisions.</li> <li>• Divide students into groups of 3-4 students and have each group demonstrate the preparation of a poultry dish. (A variety of cooking methods should be used among the groups.) Have each group critique the dish that they prepared.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the outline of the grading system for accuracy.</li> <li>• Evaluate the posters using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the dish using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>3. Prepare a quality fish/seafood product.</p> <ol style="list-style-type: none"> <li>a. Describe various kinds of fish/seafood.</li> <li>b. Outline the federal grading systems for fish/seafood.</li> <li>c. Demonstrate proper procedures for purchasing, storing, and preparing fish/seafood.</li> <li>d. Match various cooking methods with various forms of fish/seafood.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Lead a class discussion about fish/seafood. Identify the different types of fish/seafood to include finfish and shellfish. Identify the subcategories of fish to include flat and round fin fish and shellfish. Shellfish are either mollusks or crustaceans. Mollusks include clams, oysters, and mussels. Examples of crustaceans are lobster and shrimp.</li> <li>• Explain that inspection of fish and shellfish is not required by the federal government, but is available from the United States Department of Commerce. Identify the Packed Under Federal Inspection (PUFI) stamp and discuss what it means.</li> <li>• Divide the class into 4 groups. Assign each group a kind of fish/seafood. Have each group outline the PUFI grading system for their assigned product by using the Internet, textbook, or other resource materials.</li> <li>• Discuss cooking methods for different kinds of fish/seafood to include the dry</li> </ul>

	<p>heat, moist heat, and combination methods. Discuss how flavor, tenderness, and moisture are affected by each cooking method. Discuss cooking fish/seafood with fats and oils and how to determine doneness.</p> <ul style="list-style-type: none"> <li>• Review ServSafe® guidelines regarding how to check for freshness of fish and shellfish, as well as guidelines for storing and preparing fish.</li> <li>• Have each student bring his/her favorite fish/seafood recipe to class. Allow students to share their recipes with the class. As the recipes are shared, have students discuss the type or types of fish/seafood and cooking methods that can be used to prepare each recipe.</li> <li>• Divide students into groups of 3-4 students and have each group demonstrate the preparation of a fish/seafood dish. (A variety of cooking methods should be used among the groups.) Have each group critique the dish that they prepared.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the outline of the grading system for accuracy.</li> <li>• Evaluate the posters using the Poster Assessment Rubric located in Appendix E.</li> <li>• Evaluate the dish using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

- 1PS0: Introduction: Preparing for a Successful Career
- 1PS2: Preparing and Serving Safe Food
- 1PS3: Preventing Accidents and Injuries
- 1PS4: Kitchen Basics
- 1PS5: Foodservice Equipment
- 1PS8: Working with People
- 1PS9: Salads and Garnishes



1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS4: The Art of Service  
 2PS7: Purchasing and Inventory Control  
 2PS8: Meat, Poultry, and Seafood

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.

- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**Culinary and Related Foods Technology II**  
**Unit 9: Culinary Accounting Practices**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Discuss accounting procedures in food service.</p> <ol style="list-style-type: none"> <li>Explain the purpose of accounting records.</li> <li>Define basic accounting transactions and terms.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Explain that accounting records are a reflection of the how well a business is doing. While many restaurants and food service establishments hire accountants to keep up with the dollars, it is still important for a prospective manager to understand the basics of accounting and know if the business is profitable or not. This type of information drives many business decisions. Explain that many businesses are using computers with financial and accounting software to manage the financial aspects of the business. Provide examples of computerized records.</li> <li>Define and discuss what transactions are. Introduce the mechanics of recording transactions. Explain T-accounts and double-entry accounting. Draw some T-accounts on the board and provide examples of how to record transactions.</li> <li>Using a worksheet, have students practice making entries into T-accounts.</li> <li>Define and discuss assets and depreciation. Identify the straight-line, declining balance, sum-of-the-years digits, and units of production methods of calculating depreciation.</li> <li>Divide the students into small groups and provide each group with a scenario to calculate depreciation based on one of the methods discussed.</li> <li>Assign each student a problem and have him/her calculate depreciation.</li> <li>Integrate this unit with the accounting class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the worksheet on T-accounts for accuracy of entries.</li> <li>Evaluate the group depreciation problems for accuracy of calculations.</li> </ul>

<p>2. Examine income statements.</p> <ol style="list-style-type: none"> <li>Identify information and terms found on income statements.</li> <li>Explain how to use the information on income statements in the decision making process.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss income statements and how valuable they are to a business. Explain that an income statement indicates revenue and expenses for a month, quarter, or year. The information on an income statement can be compared to other statements to show how well a business is doing and can indicate if a business is meeting goals. Income statements are also known as profit and loss statements. Information found on the income statement includes net income, profit, loss, contributory income, and contributory income percent. Discuss, define, and provide examples of each of these topics. Provide an example of an income statement for the students to review.</li> <li>Explain how to use the information on the income statement to make good business decisions.</li> <li>Provide the students with an example of an income statement for a restaurant that is losing money. Have the students analyze the information on the statement to locate the “bottom line” to determine if the business is making a profit or loss, total sales, cost of sales, gross profit, total income, depreciation, controllable expenses, restaurant profit, income taxes, and net income. If the business is not making a profit, have the student develop a plan of action to turn profit.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the analysis of the income statement for accuracy in identifying specific items and the development of a plan of action to turn a profit.</li> </ul>
<p>3. Examine balance sheets.</p> <ol style="list-style-type: none"> <li>Identify information and terms found on balance sheets.</li> <li>Explain how to use the information on a balance sheet in the decision making process.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss balance sheets and how valuable they are to a business. Explain that a balance sheet is the report that details information about assets, liabilities, and owner equity. Define each of these terms and explain the balance sheet equation.</li> </ul>

	<p>Provide an example of a balance sheet for a restaurant as an example in the discussion.</p> <ul style="list-style-type: none"> <li>• Explain how to use the information on the balance sheet to make good business decisions.</li> <li>• Provide students with an example of a balance sheet from a restaurant. Have students identify the dollar figure for current assets, fixed assets, current liabilities, long-term liabilities, owner equity, and retired earnings.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the balance sheet activity for accuracy in the identification of dollar figures.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart<sup>®</sup> Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS8: Working with People  
 1PS10: Business Math  
 1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS7: Purchasing and Inventory Control  
 2PS9: Standard Accounting Practices

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T3 Technology productivity tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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**Culinary and Related Foods Technology II**  
**Unit 10: Stocks, Sauces, and Soups**

**(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate the preparation of stocks.</p> <ol style="list-style-type: none"> <li>Identify the four essential parts of stock and the proper ingredients for each.</li> <li>List and explain the various types of stock and their ingredients.</li> <li>Demonstrate methods for preparing bones for stock.</li> <li>List the ways to cool stock properly.</li> <li>Prepare the ingredients for and cook several kinds of stock.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and identify the different types of stocks. Discuss and list the four essential parts that make up a stock.</li> <li>Discuss and demonstrate the procedure for blanching, sweating, and browning bones for stock and how these techniques release the flavor into the stock.</li> <li>Discuss and identify the qualities a good stock must have and assess the quality of the stocks made in class.</li> <li>Discuss and demonstrate how to properly cool and degrease stock.</li> <li>Divide the students into teams and have them prepare the four essential parts of a stock.</li> <li>Divide the students into teams and have them prepare a stock. Each team can prepare a different type.</li> <li>Invite a local chef to class to discuss the importance of various kinds of stocks and their uses.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the stocks prepared using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>2. Demonstrate the preparation of soups.</p> <ol style="list-style-type: none"> <li>Identify the two basic kinds of soups and give an example of each.</li> <li>Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.</li> <li>Prepare several kinds of soups.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and identify the two basic kinds of soups – clear and thick. Ask students if they know how these soups are made. Ask students to discuss the advantages and disadvantages of making soups from scratch.</li> <li>Discuss and demonstrate the procedures for making clear soups, bisques, chowders, and specialty soups.</li> <li>Discuss and demonstrate the techniques for making thick soups.</li> <li>Discuss and demonstrate cooling and finishing techniques for soups.</li> <li>Divide students into teams and assign</li> </ul>

	<p>each team a type of soup to prepare.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the preparation of assigned soup using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> </ul>
<p>3. Demonstrate the preparation of sauces.</p> <ol style="list-style-type: none"> <li>Identify the grand sauces and describe other sauces made from them.</li> <li>List the proper ingredients for sauces.</li> <li>Prepare several kinds of sauces.</li> <li>Match sauces to appropriate foods.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and identify the purpose of sauces. Ask students to discuss why sauces are important.</li> <li>Discuss, identify, and demonstrate the five grand or mother sauces – béchamel, velouté, brown or espagnole, tomato, and hollandaise. Ask students if they have ever heard of any of the five grand sauces. Ask students to identify some of the dishes they have had that included one of the five grand sauces. Ask students why they think they are called “grand” sauces.</li> <li>Discuss, identify, and demonstrate derivative or baby sauces, and other sauces that are not categorized as grand sauces or a derivative.</li> <li>Discuss, identify, and demonstrate various types of thickeners. Ask students to discuss sauces they have had and what kinds of thickeners were used for those sauces. Ask students why thickeners are important when preparing sauces.</li> <li>Discuss, identify, and demonstrate the finishing techniques for sauces.</li> <li>Discuss and demonstrate the proper ways to pair sauces with meals. Ask students why it is important to pair the correct sauce with a menu item.</li> <li>Divide students into teams and assign each team a type of soup to prepare.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate each team on the preparation of assigned sauces using the Food Preparation Assessment Rubric and the Prepared Food Assessment Rubric located in Appendix E.</li> <li>Give a unit test.</li> </ul>

## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 11PS2: Preparing and Serving Safe Food  
 1PS3: Preventing Accidents and Injuries  
 1PS4: Kitchen Basics  
 1PS5: Foodservice Equipment  
 1PS6: Nutrition  
 1PS8: Working with People  
 1PS9: Salads and Garnishes  
 1PS10: Business Math  
 1PS11: Fruits and Vegetables  
 1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS1: The History of Foodservice  
 2PS2: Potatoes and Grains  
 2PS4: The Art of Service  
 2PS6: Marketing and the Menu  
 2PS7: Purchasing and Inventory Control  
 2PS8: Meat, Poultry, and Seafood  
 2PS9: Standard Accounting Practices  
 2PS10: Stocks, Soups, and Sauces

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

## **SUGGESTED REFERENCES**

- American Culinary Federation. *The national culinary review*. Retrieved September 13, 2005, from <http://www.acfchefs.org/pubs/ncr.html>
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**Culinary and Related Foods Technology II**  
**Unit 11: Customer Communication**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate positive customer communications.</p> <ol style="list-style-type: none"> <li>List ways to respond to and resolve customer complaints.</li> <li>List and demonstrate effective writing skills.</li> <li>Model proper and courteous telephone skills through demonstration.</li> <li>State guidelines for communicating effectively during and after a crisis.</li> <li>Demonstrate effective listening and speaking skills.</li> <li>List and discuss examples of innovative ways to attract and keep customers.</li> <li>Demonstrate suggestive selling techniques.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of positive customer communications. Explain the negative impact that a restaurant can suffer if customers are not handled in a positive manner. Explain the “Rule of 10”. Provide specific examples of situations where positive customer communications is important and discuss ways to correctly handle these situations.</li> <li>Provide real world case studies for students to analyze and make suggestions of ways to provide positive customer communications.</li> <li>Have students write a short paper on the results of good communication. The paper should include the following aspects of good communication: Workers who have good attitudes, turnover is low, eliminates misunderstandings, and reduces stress in the workplace.</li> <li>Explain the importance of written customer communication in a business. Discuss the “ABCs of Business Writing” – Audience, Brevity, and Clarity. List ways to polish writing. Provide good and bad examples of written business communication.</li> <li>Assign each student a specific customer problem and have the student respond to the problem by writing a business letter.</li> <li>Discuss the importance of communicating effectively on the telephone. Cover basic telephone skills, putting customers on hold, and resolving complaints on the phone. Provide examples of good telephone communication skills and poor telephone communication skills.</li> <li>Provide a scenario where a person calls several different restaurants for reservations. Each restaurant provides very different telephone greetings. Have</li> </ul>

	<p>each student analyze the telephone greetings from each restaurant and decide which restaurant will get the business.</p> <ul style="list-style-type: none"> <li>• Discuss the importance of communications during and after a crisis. Define crisis to be any situation that threatens to have a negative effect on the business. Provide examples of crisis situations. Discuss the steps to handling a crisis situation to include listening to the customer, discussing the facts, never pressuring the customer, offering help immediately and carefully, limiting what you say, following up, and informing the customer of the outcome. Discuss ways to deal with the media in a crisis.</li> <li>• Provide real world case studies of crisis situations in restaurants. Have the students analyze the situations and provide in writing a detailed summary of the appropriate way to handle the crisis.</li> <li>• Role-play a crisis situation in a restaurant involving the media. Have the manager of the restaurant interviewed by the media.</li> <li>• Discuss the importance of listening and speaking correctly when communicating in business.</li> <li>• Have the students demonstrate effective listening skills by participating in the following activity: The teacher is to select two students to role-play a restaurant situation. One student is to be the manager; the other is a new employee. The rest of the class will jot notes when the manager gives the new employee any directions. After the role-play, the person playing the new employee should repeat as many of the instructions as he or she can remember. The new employee can not ask for any help or new information. The class should write what the new employee heard and compare that to the list they jotted of instructions. The students should discuss things such as did the manager give clear and specific instructions, did the new employee ask questions, did the</li> </ul>
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	<p>new employee get all the instructions correct, what was left out, why do you think he/she did not remember, was any info substituted or confused, and why do you think it did or did not happen.</p> <ul style="list-style-type: none"> <li>• Discuss innovative ways to attract and keep customers. Explain the importance of constantly finding ways to do this. Discuss promotional campaigns and how they are used to build and maintain business. Identify the strategies and methods used in a promotional campaign. Discuss and identify the different types of promotions such as trade, trial and usage, sampling, coupons, special offers, specialty items, premiums games, contests, sweepstakes, and point-of-sale promotions.</li> <li>• Divide the students into teams and have each team develop a promotion for the new cafeteria line at the school. This new “food line” specializes in Soul and Creole food. Pralines or pecan candy, as it is also known, is their special dessert. In fact, the pralines are so famous they have created a new dessert using the praline, mixed with caramel cake, chocolate sauce, whipped cream, and topped with a cherry. They need a name to put on the menu for the new dessert before they serve it to the mayor and board of alderman at the spring luncheon. Have the students incorporate as many promotional methods and strategies from this unit as possible to promote the new food line and name the new dessert.</li> <li>• Discuss suggestive selling techniques as an inexpensive way to promote products and services. Provide examples of suggestive selling techniques in a restaurant.</li> <li>• Have students demonstrate suggestive selling techniques when faced with menu shortages, requests for information, or other customer needs.</li> </ul>
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	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the case studies using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the paper using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the business letter using the Business Letter Assessment Rubric located in Appendix E.</li> <li>• Evaluate the telephone greeting activity using the Case Study Assessment Rubric located in Appendix E.</li> <li>• Evaluate the written report on the case study of a crisis situation using the Case Study Assessment Rubric and the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the role-play activity using the Role-Play or Skit Assessment Rubric located in Appendix E.</li> <li>• Evaluate the listening exercise using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the promotions activity for creativity, accuracy, etc.</li> <li>• Evaluate the suggestive selling activity using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart<sup>®</sup> Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 11PS2: Preparing and Serving Safe Food  
 1PS8: Working with People  
 1PS12: Controlling Foodservice Costs  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS4: The Art of Service  
 2PS6: Marketing and the Menu

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*Academic Standards*


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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

## SUGGESTED REFERENCES

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**Culinary and Related Foods Technology II**  
**Unit 12: Tourism**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<ol style="list-style-type: none"> <li>1. Analyze the tourism and travel industry.               <ol style="list-style-type: none"> <li>a. Explain the role of tourism in the hospitality industry.</li> <li>b. Categorize the types of businesses that make up the tourism industry.</li> <li>c. List and discuss why people travel.</li> <li>d. List the different types of transportation and the advantages and disadvantages of each.</li> <li>e. Identify career opportunities offered by the travel and tourism industry.</li> <li>f. List and describe required customer service skills in the travel industry.</li> </ol> </li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss tourism and why it is important to the hospitality industry. Define tourism as everything a person needs and pays for when they are traveling. That includes transportation, accommodations, food, shopping, and entertainment. Explain that tourism involves every service in the hospitality industry. The types of tourism include cultural and historic, environmental, recreational, and business. Discuss the impact that tourism has on the economy.</li> <li>• Have each student draw a chart indicating the businesses that make up the tourism industry.</li> <li>• Have each student use the Internet to research the role of tourism in the hospitality industry and write a one-page paper on their findings. The paper should address how tourism has grown through the years and identify the different types of tourism with examples provided.</li> <li>• Have students identify local tourism businesses and discuss the impact those businesses have on the local economy. Have students report their findings to the class in oral presentations.</li> <li>• Lead a class discussion and have students brainstorm why people travel and the types of lodging they require.</li> <li>• Discuss the various modes of transportation that people use when traveling. Include the airplane, car, train, bus, and cruise ship. Discuss the difference between a traveler and a commuter.</li> <li>• Have the students write a short paper to compare and contrast the advantages and disadvantages of travel by airplane, car, train, bus, and cruise ship. Have the students discuss their opinions of the</li> </ul>

	<p>various modes of travel and present facts that support their opinions.</p> <ul style="list-style-type: none"> <li>• Identify and discuss the different types of careers available in the tourism industry. Identify industry certifications as well as trade associations related to travel and tourism.</li> <li>• Have each student select one career and research it using the Internet, trade magazines, newspapers, Occupational Outlook Handbook, and Career Center. Have students identify the educational requirements for that career, the job outlook, wages, working conditions, etc. and report their findings to the class.</li> <li>• Discuss the customer service skills required for a career in the tourism industry.</li> <li>• Have students apply customer service skills throughout the school year in lab, class, and catering functions.</li> <li>• Have students plan and develop a detailed itinerary for a trip using the following information: You are going to Chicago, “The Windy City,” to the NRA Food Show. Students need to plan to have plenty of time to see the food show, which takes about two to three days, and see some of the tourist sites. You need to research to determine your transportation, hotel arrangements, where you are going to eat, which tours you are going to take, who to contact in the hotel for information about theater tickets in Chicago, and which shops you are going to visit on the Magnificent Mile. You need to know the types of clothing to take since the show is held the third weekend in March. You should arrive on Wednesday and leave on Sunday.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the chart of businesses for accuracy.</li> <li>• Evaluate the one-page paper using the Written Report Assessment Rubric located in Appendix E.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Evaluate the oral presentation using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the discussion on why people travel and the lodging they require using the Group Participation Rubric located in Appendix E.</li> <li>• Evaluate the one-page paper on the advantages and disadvantages of various modes of travel using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the career report using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Monitor the use of customer service skills throughout the year.</li> <li>• Evaluate the itinerary activity for completeness, accuracy of timelines, schedules, etc.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS1: Successful Customer Relations  
 1PS8: Working with People  
 1PS10: Business Math  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS3: The Lodging Industry  
 2PS11: Tourism and the Retail Industry  
 2PS12: Communicating with Customers

### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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#### *Workplace Skills for the 21<sup>st</sup> Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

### **SUGGESTED REFERENCES**

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**Culinary and Related Foods Technology II**  
**Unit 13: The Lodging Industry**

**(10 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Analyze the lodging industry.</p> <ol style="list-style-type: none"> <li>Explain the role of lodging in the hospitality industry.</li> <li>Identify career opportunities offered by the travel and tourism industry.</li> <li>Describe the differences between leisure and business travelers.</li> <li>List the characteristics of lodging operations.</li> <li>Describe the use of forecasting and overbooking in reservations management.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Explain the role of lodging in the hospitality industry is to provide temporary housing for travelers. Provide a brief history of lodging in the United States from the mid-1600s to present day.</li> <li>Have students research the history of the lodging industry and write a one-page paper to provide a timeline along with major events that formed the industry into what it is today.</li> <li>Discuss and identify the types of careers found in the lodging industry. Identify the administrative departments as general management, accounting and financial management, human resources, and marketing and sales. The service departments are front office, housekeeping, engineering and facility maintenance, security, and food and beverage. Describe the types of jobs performed in each department.</li> <li>Divide the students into groups and have each group draw a chart with the headings of General Management, Accounting and Financial Management, Human Resources, Marketing and Sales, Front Office Operations, Housekeeping, Engineering and Facility Maintenance, Security, and Food and Beverage. Under each heading, have the groups list the jobs on the career ladder and the general duties. Have the students use the Career Center and the Choices software to research for this activity.</li> <li>Assign each student a specific career in to research and develop an oral presentation to make to the class. The student should determine the occupational outlook for the position, education required, salary, working conditions, etc.</li> <li>Identify and discuss the two types of</li> </ul>

	<p>travelers – leisure and business. Explain the differences in accommodations that each type of traveler expects. Identify various well-known hotel chains and indicate the type of traveler who would frequent each chain.</p> <ul style="list-style-type: none"> <li>• Divide the class into teams. Have each team clip pictures from magazines and make visual aids that illustrate the differences in leisure and business travelers.</li> <li>• Discuss the characteristics of lodging operations. Describe the different types of hotels and their services to include luxury, bed and breakfast, resorts, economy, mid-scale, casino, and convention. Identify national organizations that rate lodging establishments and discuss the criteria used to determine the rating.</li> <li>• Have students research the characteristics of lodging operations using the Internet. Divide the class into teams and have the teams compare their research notes. Have each team use their research to write and perform a skit that represents each type of lodging operation.</li> <li>• Have students research using the local library or the Internet to identify organizations that rate commercial lodging establishments and list factors used in determining rating.</li> <li>• Discuss the use of forecasting for management in a lodging operation. Include a discussion about property management systems (PMS) and explain its purpose. Discuss confirmed and guaranteed reservations. Define no-shows, overbook, and under-stays. Students are to orally define the term forecasting and then compare the meaning in the restaurant and the hotel industries. Students should also write a short paper on the importance of overbooking reservations and how it is included in forecasting.</li> <li>• Have students write a paragraph identifying and explaining the advantages</li> </ul>
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	<p>of using a property management system.</p> <ul style="list-style-type: none"> <li>• If possible, take a field trip to a local lodging establishment. Tour the facility and interview the manager.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the one-page paper using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Evaluate the chart for accuracy and student participation using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the oral presentation using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the magazine activity using the Group Participation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the oral presentation using the Presentation Assessment Rubric located in Appendix E.</li> <li>• Evaluate the skit performed by each group using the Role-Play or Skit Assessment Rubric located in Appendix E.</li> <li>• Evaluate the list of organizations that rate lodging establishments for accuracy.</li> <li>• Evaluate the written report on property management systems using the Written Report Assessment Rubric located in Appendix E.</li> <li>• Monitor for participation in the field trip.</li> <li>• Give a unit test.</li> </ul>
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## STANDARDS

### *The National Restaurant Association's ProStart® Learning Objectives*

1PS0: Introduction: Preparing for a Successful Career  
 1PS1: Successful Customer Relations  
 1PS8: Working with People  
 1PS10: Business Math  
 2PS0: Introduction: Preparing for a Successful Career  
 2PS3: The Lodging Industry  
 2PS4: The Art of Service  
 2PS11: Tourism and the Retail Industry  
 2PS12: Communicating with Customers

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*Academic Standards*


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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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*Workplace Skills for the 21<sup>st</sup> Century*


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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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**Secondary Culinary and Related Foods Technology**


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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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## Recommended Tools and Equipment

### CAPITALIZED EQUIPMENT

1. Booster, hot water (1)
2. Cabinet, food warmer (1)
3. Cabinet, supply (2)
4. Cash register (1)
5. Chopper, food (1)
6. Counter, work (1)
7. Dishwasher, commercial (1)
8. Disposal, garbage (2)
9. Filter, cooking oil (1)
10. Freezer, reach-in with double doors (1)
11. Griddle, 36" (1)
12. Char Grill, 36" (1)
13. Machine, clothes dryer (1)
14. Machine, ice making (1)
15. Machine, slicing food (1)
16. Mixer, food (1)
17. Microwave oven (1)
18. Food processor (1)
19. Refrigerator, electric commercial (1)
20. Sink, kitchen, three-compartment (1)
21. Stand, utility (1)
22. Table, dish storage (1)
23. Metal table to be used as an equipment stand (3)
24. Washer, heavy-duty, white (1)
25. Industrial deep fryer (1)
26. 2-door brown storage cabinet (2)
27. Electric heater booster on dish machine (1)
28. Machine, grease-filtering fry-save (1)
29. Tray racks 20 x 18 x 26 (2)
30. Pot shelving wall rack (2)
31. Stainless steel table with shelf (2)
32. Dish table (1)
33. Student computer and printer with Internet access (4)
34. Teacher computer and printer with Internet access (1)
35. Tilt fryer unit (1)
36. Soup bowl (10 dz.)
37. Monkey dish (10 dz.)
38. Soup cup (10 dz.)
39. 6" bread & butter plates (10 dz.)
40. 7" salad plate (10 dz.)
41. 10½ " dinner plate (10 dz.)
42. 12" dinner platter (10 dz.)

43. Coffee cups (10 dz.)
44. Saucers (10 dz.)
45. 12-oz. drinking glasses (10 dz.)
46. 14" beef slicer (2)
47. Serrated slicer (2)
48. 18 x 26 in. sheet pan (24)
49. 18 x 13 in. sheet pan (12)
50. Stainless steel bowls, assorted sizes (6 sets)
51. Steamer, convection, two compartments (1)
52. Exhaust system (1)
53. Fire system, automatic (1)
54. Table-side service cart (guéridon) (1)

#### NON-CAPITALIZED EQUIPMENT

1. 6- to 14-inch slope-sided pan (2)
2. Box grater (6)
3. Digital instant-read thermometer (2)
4. Pie server (6)
5. Rolling pin (3)
6. Strainer (6)
7. Pastry bag and tubes (3 sets)
8. 8" tongs (6)
9. 12" tongs (6)
10. 10" tongs (6)
11. 8- to 200-quart stock pots (10)
12. 6- to 60-quart sauce pots (10)
13. 11- to 30-quart brazier (2)
14. 1½- to 15-quart sauce pan (6)
15. Vegetable peeler (1 dz.)
16. Cart dish with 3 shelves (1)
17. Double boiler set, 12 quarts (2 sets)
18. Baker scale/dough scale (1)
19. Cart, food service (2)
20. Roasting pan set, 21 qt. capacity (1)
21. Utility cart, 21" x 35" x 5" (2)
22. Coffee brewer with 2 warmers (1)
23. Lamp, heat (1)
24. Truck platform garbage can (1)
25. Pot stock with cover, 15 gal. (2)
26. Bouillon spoon (10 dz.)
27. Teaspoon (10 dz.)
28. Salt and pepper sets (20 sets)
29. 60-oz. water pitcher (20)
30. Salad fork (10 dz.)
31. Dinner fork (10 dz.)

32. Bread knife (10 dz.)
33. Steak knife (10 dz.)
34. Boning knife, 8 ½" (1 dz.)
35. Pairing knife, 3 ½" (1 dz.)
36. 6" fillet knife (1 dz.)
37. 8" chef knife (1 dz.)
38. 10" chef knife (1 dz.)
39. Pie tins (12)
40. Cake pans (6)
41. Spring form pans (6)
42. 1 cup measuring cup (6)
43. 1 quart measuring cup (6)
44. 1 gal. measuring cup (6)
45. 1/8 - ½ oz. measuring spoon set (12 sets)
46. 18 X 24" cutting board (12)
47. Hotel pans, full size, 4" (12)
48. Hotel pans, full size, 2" (12)
49. Hotel pans, full size, 6" (3)
50. Hotel pans, half size, 4" (6)
51. Hotel pans, half size, 2" (6)
52. Hotel pans, quarter size, 2" (6)
53. Hotel pans, quarter size, 4" (6)
54. Hotel pans, quarter size, 6" (6)
55. Bain Marie, 20 qt. (20)
56. Muffin pan, 24 hole (6)
57. Labels, assorted (24)
58. Can opener, table mounted (1)
59. Can opener, hand held (6)
60. Spoons, solid, 18" (12)
61. Spoons, slotted, 18" (12)
62. Portion scales, 2# (2)
63. Thermometer, candy (1)
64. Thermometer, meat probe (4)
65. Mop sink (1)
66. Steel sharpeners, 2 (1)
67. Bench scraper (1)
68. Char-grill scraper (1)
69. China cap (1)
70. Rubber spatula (12)
71. Metal spatula (6)
72. Skimmer (2)
73. Knife holder, magnetic strip (6)
74. Telephone (1)

## RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Overhead projector (1)
2. Screen

## Student Competency Profile for Culinary and Related Foods Technology I

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. Noted in parentheses beside each unit is the cluster competency from the MS-CPAS. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Introduction

- \_\_\_\_\_1. Identify school and program policies and procedures.
- \_\_\_\_\_2. Identify career and leadership opportunities in the culinary industry.
- \_\_\_\_\_3. Describe the importance of service to the culinary industry.
- \_\_\_\_\_4. Outline a plan for an effective job search.

### Unit 2: Basic Customer Service

- \_\_\_\_\_1. Develop the skills necessary to provide professional customer service.
- \_\_\_\_\_2. Practice interpersonal skills.

### Unit 3: Food Safety and Sanitation

- \_\_\_\_\_1. Discuss the importance of food safety.
- \_\_\_\_\_2. Examine the importance of establishing a food safety system.
- \_\_\_\_\_3. Analyze the flow of food through a foodservice establishment.
- \_\_\_\_\_4. Maintain a clean and sanitary kitchen.

### Unit 4: Workplace Safety and Security

- \_\_\_\_\_1. Demonstrate safe work habits to prevent injuries.
- \_\_\_\_\_2. Explain emergency techniques and procedures.

### Unit 5: Culinary Basics

- \_\_\_\_\_1. Demonstrate basic food preparation skills.
- \_\_\_\_\_2. Demonstrate basic food cooking methods.

### Unit 6: Foodservice Equipment

- \_\_\_\_\_1. Demonstrate the correct use of hand tools.
- \_\_\_\_\_2. Demonstrate the safe use and maintenance of large equipment.

### Unit 7: Nutrition

- \_\_\_\_ 1. Develop well-balanced menus.
- \_\_\_\_ 2. Prepare a well-balanced meal.

### Unit 8: Breakfast Foods, Dairy, and Sandwiches

- \_\_\_\_ 1. Demonstrate breakfast food preparation.
- \_\_\_\_ 2. Demonstrate preparation and handling of dairy products.
- \_\_\_\_ 3. Demonstrate preparation of several types of sandwiches.

### Unit 9: Human Resources

- \_\_\_\_ 1. Utilize employability skills.

### Unit 10: Salads and Garnishes

- \_\_\_\_ 1. Prepare various types of salads.
- \_\_\_\_ 2. Identify salad dressings.
- \_\_\_\_ 3. Demonstrate garnishing plates.

### Unit 11: Culinary Math

- \_\_\_\_ 1. Apply basic mathematical calculations to the culinary practices.
- \_\_\_\_ 2. Apply basic mathematical functions to weights and measures.
- \_\_\_\_ 3. Apply basic mathematical functions to control food costs.

### Unit 12: Fruits and Vegetables

- \_\_\_\_ 1. Demonstrate the preparation of fruits.
- \_\_\_\_ 2. Demonstrate the preparation of vegetables.

### Unit 13: Controlling the Cost of Food

- \_\_\_\_ 1. Determine the menu selling price.
- \_\_\_\_ 2. Apply mathematical procedures to revenue control.
- \_\_\_\_ 3. Explain and apply principles used in inventory control.

## Student Competency Profile for Culinary and Related Foods Technology II

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. Noted in parentheses beside each unit is the cluster competency from the MS-CPAS. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Orientation

- \_\_\_\_\_ 1. Review school and program policies and procedures.
- \_\_\_\_\_ 2. Update career/educational plans.
- \_\_\_\_\_ 3. Demonstrate effective communication skills when dealing with customers.
- \_\_\_\_\_ 4. Demonstrate job retention skills.

### Unit 2: Culinary History

- \_\_\_\_\_ 1. Research the creation of the modern restaurant.
- \_\_\_\_\_ 2. Explore cuisines of the world.
- \_\_\_\_\_ 3. Explore the history of foodservice in the United States.
- \_\_\_\_\_ 4. Investigate the future of foodservice.

### Unit 3: Potatoes and Grains

- \_\_\_\_\_ 1. Select and store potatoes, grains, legumes, and pasta.
- \_\_\_\_\_ 2. Prepare potatoes.
- \_\_\_\_\_ 3. Cook legumes and grains.
- \_\_\_\_\_ 4. Cook pasta and dumplings.

### Unit 4: Advanced Customer Service

- \_\_\_\_\_ 1. Demonstrate various types of service.
- \_\_\_\_\_ 2. Demonstrate personal dining etiquette.

### Unit 5: Desserts and Baked Goods

- \_\_\_\_\_ 1. Demonstrate the preparation of breads.
- \_\_\_\_\_ 2. Demonstrate the preparation of baked goods.

### Unit 6: Culinary Marketing

- \_\_\_\_ 1. Apply marketing principles to food service.
- \_\_\_\_ 2. Develop a menu.

### Unit 7: Purchasing and Inventory

- \_\_\_\_ 1. Define the purchasing process.
- \_\_\_\_ 2. Develop standard ordering procedures.
- \_\_\_\_ 3. Discuss the decisions to be made when purchasing.
- \_\_\_\_ 4. Discuss the procedures for receiving, storing, and issuing foods and supplies.

### Unit 8: Meat, Poultry, and Seafood

- \_\_\_\_ 1. Prepare a quality meat product.
- \_\_\_\_ 2. Prepare a quality poultry product.
- \_\_\_\_ 3. Prepare a quality fish/seafood product.

### Unit 9: Culinary Accounting Practices

- \_\_\_\_ 1. Discuss accounting procedures in food service.
- \_\_\_\_ 2. Examine income statements.
- \_\_\_\_ 3. Examine balance sheets.

### Unit 10: Stocks, Sauces, and Soups

- \_\_\_\_ 1. Demonstrate the preparation of stocks.
- \_\_\_\_ 2. Demonstrate the preparation of soups.
- \_\_\_\_ 3. Demonstrate the preparation of sauces.

### Unit 11: Customer Communication

- \_\_\_\_ 1. Demonstrate positive customer communications.

### Unit 12: Tourism

- \_\_\_\_ 1. Analyze the tourism and travel industry.

### Unit 13: The Lodging Industry

- \_\_\_\_ 1. Analyze the lodging industry.



## Appendix A: Industry Certifications

### National Restaurant Association ProStart<sup>®</sup> Certification<sup>1</sup>

#### ProStart<sup>®</sup> Learning Objectives

- 1PS0: Introduction: Preparing for a Successful Career
- 1PS1: Successful Customer Relations
- 1PS2: Preparing and Serving Safe Food
- 1PS3: Preventing Accidents and Injuries
- 1PS4: Kitchen Basics
- 1PS5: Foodservice Equipment
- 1PS6: Nutrition
- 1PS7: Breakfast Foods and Sandwiches
- 1PS8: Working with People
- 1PS9: Salads and Garnishes
- 1PS10: Business Math
- 1PS11: Fruits and Vegetables
- 1PS12: Controlling Foodservice Costs
- 2PS0: Introduction: Preparing for a Successful Career
- 2PS1: The History of Foodservice
- 2PS2: Potatoes and Grains
- 2PS3: The Lodging Industry
- 2PS4: The Art of Service
- 2PS5: Desserts and Baked Goods
- 2PS6: Marketing and the Menu
- 2PS7: Purchasing and Inventory Control
- 2PS8: Meat, Poultry, and Seafood
- 2PS9: Standard Accounting Practices
- 2PS10: Stocks, Soups, and Sauces
- 2PS11: Tourism and the Retail Industry
- 2PS12: Communicating with Customers

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<sup>1</sup> National Restaurant Association. (2005). *Prostart<sup>®</sup> learning objectives*. Retrieved July 14, 2005, from <http://www.nraef.org/prostart/downloads/pdf/Learning%20Objectives.pdf>

National Restaurant Association  
ServSafe® Certification<sup>2</sup>

ServSafe® Course Content

- SS1 Providing Safe Food
  - The Dangers and Prevention of Foodborne Illness
  - Preventing Foodborne Illness
  - How Food Becomes Unsafe
  - The Food Safety Responsibilities of a Manager
- SS2 The Microworld
  - Microbial Contaminants
  - Bacteria
  - Viruses
  - Parasites
  - Fungi
- SS3 Contamination, Food Allergens, and Foodborne Illness
  - Types of Foodborne Contamination
  - Deliberate Contamination of Food
  - Food Allergens
- SS4 The Safe Foodhandler
  - How Foodhandlers Can Contaminate Food
  - Components of a Good Personal Hygiene Program
  - Management's Role in a Personal Hygiene Program
- SS5 The Flow of Food: An Introduction
  - Preventing Cross-Contamination
  - Time and Temperature Control
  - Monitoring Time and Temperature
- SS6 The Flow of Food: Purchasing and Receiving
  - General Principles
  - Inspecting Food
- SS7 The Flow of Food: Storage
  - General Storage Guidelines
  - Types of Storage
- SS8 The Flow of Food: Preparation
  - Handling Food
  - Thawing Food Properly
  - Preparing Specific Food
  - Cooking Guidelines
  - Cooking Temperatures

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<sup>2</sup> National Restaurant Association. (2005). *ServSafe® course content*. Retrieved July 14, 2005, from [http://www.nraef.org/e\\_learning/servsafe.asp?flag=lcd&level1\\_id=6&level2\\_id=7&#overview](http://www.nraef.org/e_learning/servsafe.asp?flag=lcd&level1_id=6&level2_id=7&#overview)

Cooling Food  
Reheating Food

SS9 The Flow of Food: Service  
Holding Food  
Serving Food Safely  
Types of Foodservice Operations

SS10 Food Safety Systems  
Food Safety Programs  
Active Managerial Control  
HACCP  
Crisis Management

SS11 Sanitary Facilities and Pest Management  
Facilities and Equipment  
Cleaning and Sanitizing  
Integrated Pest Management

SS12 Food Safety Regulation and Standards  
Government Regulatory System for Food  
The Food Code  
Foodservice Inspection Process

## Appendix B: Academic Standards

### Algebra I<sup>3</sup>

#### Competencies and Suggested Objective(s)

- A1 Recognize, classify, and use real numbers and their properties.
  - a. Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
  - b. Model properties and equivalence relationships of real numbers.
  - c. Demonstrate and apply properties of real numbers to algebraic expressions.
  - d. Perform basic operations on square roots excluding rationalizing denominators.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
  - a. Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
  - b. Explain and illustrate how change in one variable may result in a change in another variable.
  - c. Determine the rule that describes a pattern and determine the pattern given the rule.
  - d. Apply patterns to graphs and use appropriate technology.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
  - a. Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
  - b. Graph and check linear equations and inequalities in two variables.
  - c. Solve and graph absolute value equations and inequalities in one variable.
  - d. Use algebraic and graphical methods to solve systems of linear equations and inequalities.
  - e. Translate problem-solving situations into algebraic sentences and determine solutions.
- A4 Explore and communicate the characteristics and operations of polynomials.
  - a. Classify polynomials and determine the degree.
  - b. Add, subtract, multiply, and divide polynomial expressions.
  - c. Factor polynomials using algebraic methods and geometric models.
  - d. Investigate and apply real-number solutions to quadratic equations algebraically and graphically.
  - e. Use convincing arguments to justify unfactorable polynomials.
  - f. Apply polynomial operations to problems involving perimeter and area.
- A5 Utilize various formulas in problem-solving situations.
  - a. Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
  - b. Reinforce formulas experimentally to verify solutions.

<sup>3</sup> *Mississippi mathematics framework—Algebra I.* (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma\\_algebra\\_i.html](http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma_algebra_i.html)

- c. Given a literal equation, solve for any variable of degree one.
- d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
- e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.
- A6 Communicate using the language of algebra.
  - a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
  - b. Distinguish between linear and non-linear equations.
  - c. Translate between verbal expressions and algebraic expressions.
  - d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
  - e. Use scientific notation to solve problems.
  - f. Use appropriate algebraic language to justify solutions and processes used in solving problems.
- A7 Interpret and apply slope as a rate of change.
  - a. Define slope as a rate of change using algebraic and geometric representations.
  - b. Interpret and apply slope as a rate of change in problem-solving situations.
  - c. Use ratio and proportion to solve problems including direct variation ( $y=kx$ ).
  - d. Apply the concept of slope to parallel and perpendicular lines.
- A8 Analyze data and apply concepts of probability.
  - a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
  - b. Define event and sample spaces and apply to simple probability problems.
  - c. Use counting techniques, permutations, and combinations to solve probability problems.

## Biology I<sup>4</sup>

### Competencies and Suggested Objective(s)

- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
  - a. Demonstrate the proper use and care for scientific equipment used in biology.
  - b. Observe and practice safe procedures in the classroom and laboratory.
  - c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
  - d. Communicate results of scientific investigations in oral, written, and graphic form.
- B2 Investigate the biochemical basis of life.
  - a. Identify the characteristics of living things.
  - b. Describe and differentiate between covalent and ionic bonds using examples of each.
  - c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.

<sup>4</sup> *Mississippi science framework—Biology I*. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/science/sci\\_biology\\_I.html](http://marcopolo.mde.k12.ms.us/frameworks/science/sci_biology_I.html)

- d. Classify solutions using the pH scale and relate the importance of pH to organism survival.
- e. Compare the structure, properties and functions of carbohydrates, lipids, proteins and nucleic acids in living organisms.
- f. Explain how enzymes work and identify factors that can affect enzyme action.
- B3 Investigate cell structures, functions, and methods of reproduction.
  - a. Differentiate between prokaryotic and eukaryotic cells.
  - b. Distinguish between plant and animal (eukaryotic) cell structures.
  - c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
  - d. Describe the way in which cells are organized in multicellular organisms.
  - e. Relate cell membrane structure to its function in passive and active transport.
  - f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
  - g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
  - h. Identify and distinguish among forms of asexual and sexual reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
  - a. Describe the structure of ATP and its importance in life processes.
  - b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
  - c. Compare and contrast aerobic and anaerobic respiration.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
  - a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
  - b. Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.
  - c. Analyze the applications of DNA technology (forensics, medicine, agriculture).
  - d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
  - e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex linkage, multiple alleles, incomplete dominance, and codominance.
  - f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, karyotypes).
- B6 Investigate concepts of natural selection as they relate to diversity of life.
  - a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
  - b. Identify characteristics of kingdoms including monerans, protists, fungi, plants and animals.
  - c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
  - d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.

- e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.
  - f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior and extinction.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen and water cycles.
  - b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
  - c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
  - d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
  - e. Examine long and short-term changes to the environment as a result of natural events and human actions.

## English II<sup>5</sup>

### Competencies and Suggested Objective(s)

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.
  - b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.
  - c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.
  - d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
  - b. Speak with appropriate intonation, articulation, gestures, and facial expression.
  - c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.

<sup>5</sup> *Mississippi language arts framework—English II*. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/language\\_arts/la\\_10.html](http://marcopolo.mde.k12.ms.us/frameworks/language_arts/la_10.html)

- b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.
  - c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.
  - d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
  - a. Interact with peers to examine real world and literary issues and ideas.
  - b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
  - a. Share, critique, and evaluate works in progress and completed works through a process approach.
  - b. Communicate effectively in a group to present completed projects and/or compositions.
  - c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.
- E6 Explore cultural contributions to the history of the English language and its literature.
  - a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
  - b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.
  - c. Recognize root words, prefixes, suffixes, and cognates.
  - d. Relate how vocabulary and spelling have changed over time.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
  - a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
  - b. Read aloud with fluency and expression.
  - c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.
  - d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
  - e. Analyze how grammatical structure or style helps to create a certain effect.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
  - a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
  - b. Read, discuss, and interpret literature to make connections to life.
  - c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.



- d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.
  - e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- a. Infuse the study of grammar and vocabulary into written and oral communication.
  - b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
  - c. Give oral presentations to reinforce the use of standard English.
  - d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
  - b. Interpret visual material orally and in writing.

### U. S. History from 1877<sup>6</sup>

#### Competencies and Suggested Objective(s)

- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
  - b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).
  - c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
  - d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
  - b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).

<sup>6</sup> *Mississippi social studies framework—U.S. History from 1877*. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/social\\_studies/ss\\_us\\_history.html](http://marcopolo.mde.k12.ms.us/frameworks/social_studies/ss_us_history.html)

- c. Describe the effects of transportation and communication advances since 1877.
- H3 Describe the relationship of people, places, and environments through time.
  - a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
  - b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
  - a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
  - b. Analyze technological information on graphs, charts, and timelines.
  - c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
  - a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
  - b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
  - c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
  - d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

## Appendix C: Workplace Skills for the 21<sup>st</sup> Century<sup>7</sup>

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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<sup>7</sup> Secretary's commission on achieving necessary skills. Retrieved July 13, 2004, from <http://wdr.doleta.gov/SCANS/>

## Appendix D: National Educational Technology Standards for Students<sup>8</sup>

- T1 Basic operations and concepts
  - Students demonstrate a sound understanding of the nature and operation of technology systems.
  - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
  - Students understand the ethical, cultural, and societal issues related to technology.
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
  - Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
  - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
  - Students use technology to locate, evaluate, and collect information from a variety of sources.
  - Students use technology tools to process data and report results.
  - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
  - Students use technology resources for solving problems and making informed decisions.
  - Students employ technology in the development of strategies for solving problems in the real world.

<sup>8</sup> International Society for Technology in Education. (2000). *National educational technology standards for students (NETS)*. Retrieved July 13, 2004, from <http://www.iste.org/>

## Appendix E: Assessment Rubrics

### Poster Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	
<b>Required Content</b>	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but 1 of the required content elements is included on the poster.	Several required content elements were missing.	
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read or no important items were labeled.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
<b>Grammar</b>	There are no grammatical or mechanical mistakes on the poster.	There are 1-2 grammatical or mechanical mistakes on the poster.	There are 3-4 grammatical or mechanical mistakes on the poster.	There are more than 4 grammatical or mechanical mistakes on the poster.	

## Written Report Assessment Rubric

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>	<b>Score</b>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>Content</b>	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
<b>Grammar</b>	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
<b>Organization</b>	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

## Presentation Assessment Rubric

	<b>Exemplary</b> <b>4 points</b>	<b>Accomplished</b> <b>3 points</b>	<b>Developing</b> <b>2 points</b>	<b>Beginning</b> <b>1 point</b>	<b>Score</b>
<b>Content</b>	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
<b>Clarity</b>	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
<b>Visual Aids</b>	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
<b>Length</b>	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
<b>Eye Contact</b>	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

## Web Site Search Checklist

<b>Web Site Search:</b>	<b>Yes</b>	<b>No</b>
ProStart <sup>®</sup>		
FCCLA		
SkillsUSA		
Coahoma Community College		
Copiah-Lincoln Community College		
East Central Community College		
Hinds Community College		
Holmes Community College		
Itawamba Community College		
Jones County Junior College		
Meridian Community College		
Mississippi Delta Community College		
Mississippi Gulf Coast Community College		
Northeast Mississippi Community College		
Northwest Mississippi Community College		
Pearl River Community College		
Southwest Mississippi Community College		
Alcorn State University		
Jackson State University		
Mississippi State University		
Mississippi University for Women		
Mississippi Valley State		
University of Southern Mississippi		
University of Mississippi		



## Role-Play or Skit Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Average 2 Points</b>	<b>Needs Improvement 1 Point</b>	<b>Total</b>
<b>Accuracy</b>	All information was accurate	Almost all information was accurate	Most information was accurate	Very little information was accurate	
<b>Role</b>	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
<b>Knowledge Gained</b>	Can clearly explain several ways in which his/her character “saw” things differently than other characters and can explain why	Can clearly explain several ways in which his/her character “saw” things differently than other characters	Can clearly explain one way in which his/her character “saw” things differently than other characters	Cannot explain any way in which his/her character “saw” things differently than other characters	
<b>Props</b>	Used several props and showed considerable creativity	Used 1 or 2 appropriate props that made the presentation better	Used 1 or 2 props that made the presentation better	Used no props to make the presentation better	
<b>Required Elements</b>	Included more information than required	Included all required information	Included most required information	Included less information than required	

## Group Work Assessment Rubric

	<b>Highly Successful</b>	<b>Meeting Success</b>	<b>Experiencing Difficulty</b>	<b>Score</b>
	3 points	2 points	1 point	
<b>Sharing</b>	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
<b>Listening</b>	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
<b>Respecting</b>	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
<b>Participating</b>	Shared task equally with group members	Did most of the task	Did very little of the task	

## Business Letter Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Proficient 3 Points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory 1 Point</b>
<b>Layout/Design</b>	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable
<b>Information, Style, Audience, Tone</b>	Information is accurate and complete, very well written and presented	Well written and interesting to read	Some information is provided, but is limited or inaccurate	Poorly written, inaccurate, or incomplete
<b>Accurate Parts</b>	Complete with all required parts	Some elements may be missing	Most elements are missing or out of place	Proper form for a letter is not used
<b>Grammar, Punctuation, Wording</b>	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Grammar, punctuation, and wording poor
<b>Following Directions and Guidelines</b>	Always on task, always follows directions.	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help

## Resume Assessment Rubric

	<b>Excellent 25 Points</b>	<b>Well Done 20 Points</b>	<b>Meets Standards 15 Points</b>	<b>Beginning 10 Points</b>	<b>No Evidence 0 Points</b>	<b>Score</b>
<b>Format</b>	Resume contains name, address, objective, education, experience, and references. All words spelled correctly	Contains at least 6 of the criteria, no more than two spelling errors	Contains at least 5 of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment was not submitted	
<b>Education</b>	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study	Education includes three of the criteria	Education includes two of the criteria	Education includes one of the criteria	Assignment was not submitted	
<b>Experience</b>	Experience includes internships, entry level jobs, current position	Experience includes two of the criteria	Experience includes one of the criteria	Experience includes current position only	Assignment was not submitted	
<b>Factual</b>	Contains factual names and dates, is believable	Resume is fairly believable with factual names or dates	Resume has unrealistic dates or names	Resume is unrealistic and contains conflicting information	Assignment was not submitted	

## Portfolio Assessment Rubric

	<b>Excellent 5 Points</b>	<b>Good 4 Points</b>	<b>Need Some Improvement 3 Points</b>	<b>Need Much Improvement 2 Points</b>	<b>Unsatisfactory 1 Point</b>	<b>Score</b>
<b>Visual Appeal</b>						
<b>Cover Page</b>						
<b>Table of Contents</b>						
<b>Letter of Introduction</b>						
<b>Letter of Recommendation</b>						
<b>Resume</b>						
<b>Content</b>						

## Case Study Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Accomplished 3 Points</b>	<b>Needs Improvement 2 Points</b>	<b>Unsatisfactory 1 Point</b>
<b>Comprehension</b>	Shows complete understanding of the issues, and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification
<b>Strategizing</b>	Develops realistic strategies that would provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy
<b>Innovation</b>	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem
<b>Communications</b>	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain

### Checklist for Hand Washing Proficiency

- \_\_\_\_\_ 1. The student used hot water.
- \_\_\_\_\_ 2. The student moistened his/her hands with water and then applied soap.
- \_\_\_\_\_ 3. The student washed closely around the fingernails.
- \_\_\_\_\_ 4. The student rubbed his/her hands together for at least 20 seconds.
- \_\_\_\_\_ 5. The student rinsed his/her hands thoroughly.
- \_\_\_\_\_ 6. The student dried his/her hands properly.

### Checklist for Measuring Food Temperatures

- \_\_\_\_\_ 1. The student inserts the thermometer correctly and in the right location.
- \_\_\_\_\_ 2. The student waits for the needle or readout to stop.
- \_\_\_\_\_ 3. After the needle or readout stops, the student waits for 15 seconds to take the reading.
- \_\_\_\_\_ 4. The student correctly records the temperature in the temperature log.
- \_\_\_\_\_ 5. The student correctly cleans and sanitizes the thermometer.



### Checklist for the Steps of HACCP

- \_\_\_\_\_ 1. Assess hazards
- \_\_\_\_\_ 2. Identify critical control points
- \_\_\_\_\_ 3. Set up procedures for critical control points
- \_\_\_\_\_ 4. Monitor critical control points
- \_\_\_\_\_ 5. Take corrective action
- \_\_\_\_\_ 6. Set up a record-keeping system
- \_\_\_\_\_ 7. Verify that the system is working

### Checklist for Proper Serving Techniques

- \_\_\_\_ 1. The student held plates by the bottom or edges.
- \_\_\_\_ 2. The student grasped cups by the bottoms or the handles.
- \_\_\_\_ 3. The student did not stack cups and saucers on top of each other.
- \_\_\_\_ 4. The student carried silverware by the handles.
- \_\_\_\_ 5. The student scooped ice with the correct utensil.
- \_\_\_\_ 6. The student did not reuse foods that had already been served to customers.

### Checklist for Proper Cooling Procedures

- \_\_\_\_\_ 1. The student divided the food into smaller amounts.
- \_\_\_\_\_ 2. The student cut large pieces of meat into smaller pieces.
- \_\_\_\_\_ 3. The student used a chilled pan.
- \_\_\_\_\_ 4. The student poured thicker foods into the pan to a depth of two inches or less.
- \_\_\_\_\_ 5. The student poured thinner foods into the pan to a depth of three inches or less.
- \_\_\_\_\_ 6. The student used an ice bath to cool batches of food.
- \_\_\_\_\_ 7. The student stirred the food regularly.
- \_\_\_\_\_ 8. The student placed pans of food into a quick-chill unit for quick cooling.

### Checklist for Manually Cleaning and Sanitizing Equipment

- \_\_\_\_\_ 1. The student cleaned and sanitized sinks and work surfaces.
- \_\_\_\_\_ 2. The student scraped and presoaked items, and then sorted them.
- \_\_\_\_\_ 3. The student filled the first sink with water between 110° and 120°F and added the proper detergent solution.
- \_\_\_\_\_ 4. The student prepared the second sink for rinse by filling it with potable water between 110° and 120°F.
- \_\_\_\_\_ 5. The student prepared the third sink for sanitizing by adding the proper ratio of sanitizing solution or hot water at a minimum of 171°F.
- \_\_\_\_\_ 6. The student cleaned and sanitized the equipment by washing it in the first sink, rinsing it in the second sink, and sanitizing it in the third sink for 30 seconds.
- \_\_\_\_\_ 7. The student allowed the equipment to air dry.

### Checklist for Fire Extinguisher

- \_\_\_\_\_ 1. The student pulled the pin.
- \_\_\_\_\_ 2. The student aimed at the base of the fire.
- \_\_\_\_\_ 3. The student squeezed the trigger.
- \_\_\_\_\_ 4. The student swept from side to side and stood six to eight feet from the fire while spraying.

## Checklist for Spills, Ladder, Lifting, Carrying, and Knives

### Spills

- \_\_\_\_\_ 1. The student verbally warned customers and employees.
- \_\_\_\_\_ 2. The student blocked the area, and posted a caution sign.
- \_\_\_\_\_ 3. The student cleaned the spill area.
- \_\_\_\_\_ 4. The student left the sign in place until the area was cleaned.
- \_\_\_\_\_ 5. The student directed people around the spill.

### Ladder

- \_\_\_\_\_ 1. The student identified a partner to help with ladder safety.
- \_\_\_\_\_ 2. The student located the ladder away from overhead obstacles.
- \_\_\_\_\_ 3. The student placed the ladder feet on a sturdy, flat, and clean surface.
- \_\_\_\_\_ 4. The student placed the ladder within easy reach of the items to be gathered.
- \_\_\_\_\_ 5. The student placed the ladder away from electrical wiring, service, boxes, or other equipment.
- \_\_\_\_\_ 6. The student locked the door near the ladder.
- \_\_\_\_\_ 7. The student locked the folding bar of the ladder.
- \_\_\_\_\_ 8. The partner held the ladder while the student tested it for balance.
- \_\_\_\_\_ 9. The partner held the ladder while the student climbed.

### Lifting and Carrying

- \_\_\_\_\_ 1. The student checked his/her footing and the condition of the floor.
- \_\_\_\_\_ 2. The student faced the load.
- \_\_\_\_\_ 3. The student bent at the knees.
- \_\_\_\_\_ 4. The student kept his/her back straight.
- \_\_\_\_\_ 5. The student lifted with his/her leg.
- \_\_\_\_\_ 6. The student set the load down using his/her leg muscles.
- \_\_\_\_\_ 7. The student looked for hazards in the route.
- \_\_\_\_\_ 8. The student used the whole hand to grip the load.
- \_\_\_\_\_ 9. The student kept the load close to their body.
- \_\_\_\_\_ 10. The student kept stomach muscles firm and his/her lower back tucked in.
- \_\_\_\_\_ 11. The student moved his/her whole body and did not twist at the waist.

### Knivehandling Practices

- \_\_\_\_\_ 1. The student kept the knives sharpened.
- \_\_\_\_\_ 2. The student never touched the blade of the knife.
- \_\_\_\_\_ 3. The student only used the knife for its intended purpose.
- \_\_\_\_\_ 4. The student placed a cloth under the cutting board to keep the board from slipping.
- \_\_\_\_\_ 5. The student stopped cutting and placed the knife down on a flat surface when interrupted.
- \_\_\_\_\_ 6. The student did not place the knives under water to soak.

- \_\_\_\_\_7. The student never tried to catch a falling knife.
- \_\_\_\_\_8. The student carried the knife with the cutting edge pointed away from the body.
- \_\_\_\_\_9. To pass the knife, the student placed it down on a clean and sanitized surface and let the other person pick it up by the handle.
- \_\_\_\_\_10. The student stored the knives safely and properly.

### Checklist for Identification of Components of a Standardized Recipe

The student identified the following components:

- \_\_\_\_\_ Ingredients
- \_\_\_\_\_ Yield
- \_\_\_\_\_ Temperature
- \_\_\_\_\_ Time
- \_\_\_\_\_ Equipment
- \_\_\_\_\_ Instructions or directions
- \_\_\_\_\_ Nutrition information
- \_\_\_\_\_ Abbreviations



## Checklist for Weights and Measures

### Dry Ingredients

- \_\_\_\_\_ 1. The student correctly filled the dry measuring cup with the ingredient.
- \_\_\_\_\_ 2. The student leveled the top of the dry measuring cup using the straight edge of a spatula.
- \_\_\_\_\_ 3. The student poured the ingredient into the mixture and used a rubber scraper to make sure all the ingredient had been emptied out of the dry measuring cup.

### Solid Ingredients

- \_\_\_\_\_ 1. The student correctly filled the dry measuring cup with the ingredient.
- \_\_\_\_\_ 2. The student packed the ingredient into the measuring cup, if needed.
- \_\_\_\_\_ 3. The student leveled the top of the dry measuring cup using the straight edge of a spatula.
- \_\_\_\_\_ 4. The student poured the ingredient into the mixture and used a rubber scraper to make sure all the ingredient had been emptied out of the dry measuring cup.

### Liquid Ingredients

- \_\_\_\_\_ 1. The student set the liquid measuring cup on a flat and level surface.
- \_\_\_\_\_ 2. The student poured the liquid ingredient into the measuring cup.
- \_\_\_\_\_ 3. The student checked the measurement for accuracy at eye level.
- \_\_\_\_\_ 4. The student poured off excess liquid or added additional liquid as required to reach the exact measurement.
- \_\_\_\_\_ 5. The student poured the liquid ingredient into the mixing container and used a scraper to empty the measuring cup.
- \_\_\_\_\_ 6. The student used a measuring spoon correctly.

### Checklist for Mise En Place

The student performed the following correctly:

- ☐ Assembled tools
- ☐ Assembled ingredients
- ☐ Washed, trimmed, cut, prepared, and measured ingredients correctly
- ☐ Prepared equipment to include pre-heating the oven, lining the baking sheets, etc.

### Checklist for Knife Cuts

The student correctly performed the following knife cuts:

- \_\_\_\_\_ Batonnet
- \_\_\_\_\_ Brunoise
- \_\_\_\_\_ Coarse chop
- \_\_\_\_\_ Diagonal
- \_\_\_\_\_ Dice
- \_\_\_\_\_ Julienne
- \_\_\_\_\_ Mince
- \_\_\_\_\_ Slice

## Food Preparation Lab Assessment Rubric

	<b>Exceptional 5 Points</b>	<b>Good 4 Points</b>	<b>Average 3 Points</b>	<b>Poor 2 Points</b>	<b>Needs Improvement 1 Point</b>	<b>Total</b>
<b>Planning</b>	Exceptionally prepared, well planned and thought out, very efficient	Good planning evident before, during, and after	Adequate planning, efficient	Little planning, lacking in efficiency	No evident planning, inefficient	
<b>Preparation and Technique</b>	Completed assignment before time, exceptional demonstration of skill, beyond expectations	Completed assignment on time, proficient organization, properly demonstrates skills with little help	Completed assignment pretty much on time, average organization, acceptable skills	Completed assignment with extra time, poor organization, needs practice with skills	Did not complete assignment, wasted time, unacceptable skills	
<b>Sanitation</b>	Exceptional personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils	Good personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils	Adequate personal hygiene and appearance, moderately clean and sanitary workspace, most equipment and utensils clean	Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils	Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils	
<b>Equipment</b>	Very cautious with tools and equipment	Demonstrated respect for tools and equipment	Provided adequate care of tools and equipment	Careless with tools and equipment	Improper use of tools and equipment	
<b>Grand Total</b>						

## Prepared Food Assessment Rubric

	Possible Points	Points Earned	Comments
Appropriate Preparation Techniques	25		
Presentation and Creativity	10		
Serving Temperature	10		
Taste, Texture, and Flavor	25		
Garnish	10		
Followed the Recipe	20		
Total			

## Checklist for Hand Tool Assessment

The student demonstrated the correct use of the following tools:					
Measuring Utensils		Hand Tools/Small Equipment		Pots and Pans	
	Balance scales		Bench scraper		Bake pan
	Ladle		Can opener		Brazing pan
	Measuring cups		China cap		Cast iron skillet
	Measuring spoons		Colander		Double boiler
	Portion scale		Cook's fork		Hotel pan
	Scoops		Food mill		Roasting pan
	Volume measures		Grater		Sauce pot
			Offset spatula		Sauce pan
			Parissienne scoop		Sauté pan
			Pastry bag		Sheet pan
			Pastry brush		Stock pan
			Pie server		
			Pizza cutter		
			Rubber spatula		
			Sandwich spreader		
			Sieve		
			Skimmer		
			Spoons		
			Straight spatula		
			Strainer		
			Tongs		
			Wire whip		
			Zester		
			Knives		
			Sharpening stone		

## Interview Assessment Rubric

	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Needs Improvement 2 Points</b>	<b>Unacceptable 1 Point</b>	<b>Total</b>
<b>Body language</b> displays confidence					
<b>Eye contact</b> maintains good eye contact with interviewer					
<b>Introduction</b> provides a self- introduction					
<b>Hand shakes</b> extends hand and shakes firmly					
<b>Dress</b> appropriate for an interview, business attire					
<b>Language</b> concise and grammatically correct					
<b>Questions</b> asks appropriate questions, demonstrates a knowledge of the business					
<b>Closure</b> responds appropriately					

## Group Participation Assessment Rubric

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
	1 point	2 points	3 points	4 points	
<b>Group Discussions</b>	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
<b>On-task Behavior</b>	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
<b>Helping Others</b>	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
<b>Listening</b>	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	



## Checklist for Potatoes

Did the student locate the correct answer to the following questions:

	<u>Yes</u>	<u>No</u>
1. How many varieties of potatoes exist?	___	___
2. What are the characteristics of some of the varieties?	___	___
3. How were new potatoes first discovered?	___	___
4. How were new potatoes first cultivated?	___	___
5. What is the potato capital of the U.S.?	___	___
6. How was the potato involved in the 1992 presidential election?	___	___

### Checklist for Potato Preparation

The student used the correct preparation techniques when preparing the following potatoes:

	<u>Yes</u>	<u>No</u>
1. Boiled	—	—
2. Steamed	—	—
3. Baked	—	—
4. Sautéed	—	—
5. Deep-fried	—	—
6. Pureed	—	—
7. Whipped	—	—
8. Mashed	—	—

### Checklist for Grains and Legumes

The student used the correct preparation techniques when preparing the following:

	<u>Yes</u>	<u>No</u>
1. Properly rinsed grains/legumes	___	___
2. Prepared legumes	___	___
3. Steamed grains	___	___
4. Prepared pilaf	___	___
5. Prepared risotto	___	___

### Checklist for Service Staff

The student has included each of the following service staff positions:

- \_\_\_\_\_ Maitre d'hotel
- \_\_\_\_\_ Head waiter
- \_\_\_\_\_ Captain
- \_\_\_\_\_ Front waiter
- \_\_\_\_\_ Apprentice

### Checklist of Baking Ingredients

The student has included each of the following terms and definitions:

- \_\_\_\_\_ 1. Strengtheners
- \_\_\_\_\_ 2. Bread flour
- \_\_\_\_\_ 3. Gluten
- \_\_\_\_\_ 4. Cake flour
- \_\_\_\_\_ 5. Pastry flour
- \_\_\_\_\_ 6. All-purpose flour
- \_\_\_\_\_ 7. Shortening
- \_\_\_\_\_ 8. Sweeteners
- \_\_\_\_\_ 9. Carmelization
- \_\_\_\_\_ 10. Leaveners
- \_\_\_\_\_ 11. Baking soda
- \_\_\_\_\_ 12. Baking powder
- \_\_\_\_\_ 13. Yeast
- \_\_\_\_\_ 14. Fermentation
- \_\_\_\_\_ 15. Creaming method
- \_\_\_\_\_ 16. Foaming method
- \_\_\_\_\_ 17. Thickeners
- \_\_\_\_\_ 18. Flavorings
- \_\_\_\_\_ 19. Extracts
- \_\_\_\_\_ 20. Liquid
- \_\_\_\_\_ 21. Sifting

### Checklist for Purchase Orders

The student included the following items on the purchase order:

- \_\_\_\_\_ Name, address, phone number
- \_\_\_\_\_ Buyer's name
- \_\_\_\_\_ Name of supplier, address, phone number
- \_\_\_\_\_ Supplier's contact person
- \_\_\_\_\_ Date of order
- \_\_\_\_\_ Desired date of receipt
- \_\_\_\_\_ Shipping method
- \_\_\_\_\_ Product description
- \_\_\_\_\_ Size of product
- \_\_\_\_\_ Unit price
- \_\_\_\_\_ Total price for all items to be purchased
- \_\_\_\_\_ Sales tax, shipping, other special charges
- \_\_\_\_\_ Grand total of entire order
- \_\_\_\_\_ Special information about items or delivery